UNITS OF WORK IN EDUCATION FOR HOMEMAKING

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FOREWORD

THIS bulletin, presenting some suggestions for the development of a program in homemaking for secondary schools on the senior high school level, has been prepared in response to the great need for such materials of instruction by home economics teachers. It should prove especially helpful to young and inexperienced teachers and to principals in planning a well-rounded program in homemaking.

The program is sufficiently suggestive and flexible to enable each community to meet the needs and interests of its pupils and to provide a challenge for them. Its aim is to help the pupil to understand, appreciate, and work out his or her own personal and home problems so that he or she may acceptably assume the attendant responsibilities as a child-member of the family and later as a parent-member of a family.

Although the bulletin presents in some detail a plan for the home economics teacher, it should not be used without considerable adaptation and development of original material suitable only for the local situation. It therefore indicates the procedures to be employed in developing a program for a local school, and the units merely exemplify the type most appropriate. The bulletin should be used as a supplement to the Pennsylvania Department of Public Instruction Bulletin No. 103, entitled *Home Economics Education.*

The materials for the units were developed through a series of conferences of the home economics teachers of York County, under the leadership of Miriam A. Weikert, who worked in cooperation with Anna G. Green, Chief of the Division of Home Economics Education. Alan O. Dech, Adviser, Curriculum Construction, prepared the material preceding the units in collaboration with Miss Weikert. Amanda Ebersole, Professor of Home Economics at Drexel Institute, and Mrs. Green reviewed the material. The final preparation of the bulletin for printing was done by Alan O. Dech.

This bulletin was prepared under the direction of Paul L. Cressman, Director, Bureau of Instruction. It was edited by Eugene P. Bertin, Department Editor.

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UNITS OF WORK IN EDUCATION FOR HOMEMAKING

Introduction

SUGGESTED PROCEDURES FOR DEVELOPING A PROGRAM

General Suggestions

Since life is exacting and demanding and at the same time filled with opportunities for enrichment, a course in homemaking should provide for preparation in the necessary home duties that help the pupil not only to perform them in a minimum of time and with a minimum expenditure of energy but to see them in the proper relationship to the entire job of homemaking so as to derive pleasure from performing these duties well, and yet have time for the "extras" that make life beautiful.

This calls for preparation not only in skills but in management, judgment, and making decisions after weighing the values most worth working for from the standpoint of immediate and later satisfactions for self and others. If the teacher fails to help the child develop in these, she has not fulfilled the purpose of homemaking preparation. To do this she patiently guides the pupils so they learn to think and act independently.

Since to live happily with others is also a desirable ability, pupils need first to understand themselves and others. Homemaking preparation must never lose sight of the individual and her needs in its aim to improve home and family life. The pupil should, therefore, be guided into situations which offer practice in cooperation, in leadership, in followship, and in doing things alone with beneficial results to all.

Routine work in the home can be lightened by understanding the part science and art can contribute to solving problems and bringing beauty to one's home. Provision for studying the relation of art and science must be provided in a course in homemaking.

The Need for a Survey

In order that a program for homemaking will be of practical value to the pupils it must be based on the present and future needs of the pupils and the adults in the community. It is obviously wasteful to devote forty-five lessons to the topic "School Lunches" when the pupils in a certain district always go home for lunch. An investigation of the needs of the pupils and adults in the local community is, therefore, of primary importance.

The survey technique is most suitable for making this type of study and should be used by the home economics teacher before preparing her teaching materials. She should study the homes and living conditions of the local community, giving consideration to the community resources, the types of families in the community, and family practices. Visits to the homes, a study of county and local statistics, conversation with the pupils, and careful personal observation will provide rich sources of data. A questionnaire filled out by the pupils will give further information regarding the activities of the pupils at home, outside of the home, and in school.[1]

The Survey A Basis for This Bulletin

The units in this bulletin were prepared on the basis of such a survey. Seven rural communities were carefully examined. The method included the following steps: first, making an examination of the communities' resources, the types of families, and the family practices; second, visiting homes and getting better acquainted with the family life of the pupils; third, observing the students throughout the school to determine some of their interests and needs; fourth, holding individual and group conferences with the pupils in the department to discover additional needs and interests. A careful study of the following description which is a brief summary of the results of the survey and an examination of the materials prepared to meet the needs, will reveal the existing relationship.

The pupils are from American-born families of very moderate income which is increased by growing all or a large percentage of needed vegetables and fruits and raising poultry, hogs, and cattle. Homes are on farms or in small rural towns. The people are thrifty and appreciate the value of the dollar but spend it willingly if they feel they are getting full value. They own their homes and take pride in material possessions. They are rather satisfied with home and community life as it is and resent "outside" interference. Once convinced, however, of gains and satisfaction by adopting new methods or new friends, they are enthusiastic and cooperative.

Long hours of work inside and outside the home leave little leisure. The homes are managed by one or both parents and run as a cooperative family enterprise with the children as partners. The conveniences in the homes are above the average in rural communities. Housekeeping, possibly, has been more emphasized

[1] Pennsylvania Department of Public Instruction. *Home Economics Education.* Bulletin 103. Harrisburg: The Department, 1935. pp. 40-45.

than homemaking, although management of time and energy and even money for beautiful and satisfying material things is a common problem. Young people marry at an early age; few go to college. Educational facilities of a formal nature are limited to the public schools with limited library facilities, and no public libraries. Social life in the communities centers around the church.

In addition to these facts revealed through the community and family survey, there was another factor that had to be kept in mind in planning the selection of units, namely, that the pupils had not had previous homemaking preparation on the full-time basis in their schools.

Selection of Units

Although the results of a survey will serve to a large extent as the basis for the selection of units, the teacher should not ignore the opinions of the pupils regarding what topics should be selected. Planning by teacher and pupils together always tends to insure purposeful participation by the pupils in the class activities. The teacher in the role of counsellor and guide will direct the planning rather than dictate the program, thus gaining its wholehearted acceptance by the pupils.

She should endeavor at all times, however, to keep a proper balance among the three phases of homemaking, namely (1) home and family life, (2) foods, (3) clothing.

Before definitely choosing a unit, it is desirable to consider it in the light of the following criteria:

1. The unit should be broad in scope.
2. The unit should assist in clarifying social meanings through experiences in social participation.
3. The unit should help to develop habits of efficiency and of constructive action.
4. The unit should provide opportunity for the development of desirable attitudes.
5. The unit should lead to the development of new interests.
6. The unit should promote growth in habits of critical thinking.

Selecting Problems

Following the selection of a topic, the teacher will plan that certain problems should arise from the classroom experiences. Since planning is essential to the maintenance of efficiency, she should set these problems for reference so that at the opportune time they may be suggested for consideration by the pupils.

Pupil participation in the final selection of a problem is essential. Class discussion of a situation will often yield problems which are important and vital because the pupils are aware of them. At times it may be necessary, however, for the teacher to suggest that a certain problem needs solution. Again, the teacher should use every device to obtain recognition of its importance and should avoid making the solution of a problem an assignment without first procuring its acceptance by the pupils as being worthwhile.

The teacher should maintain a high standard for the selection of problems. Trivial and unimportant problems should receive little attention. In order that she may have a means of judging it is suggested that she use the following standards:

1. The problem should deal with an important phase of life and should demand a solution.
2. The problem should be far-reaching in its implications.
3. The problem should be practical in its application.

In the treatment of a problem the major emphasis is placed o the way of thinking rather than on the obtaining of a solutio Problem solving requires impartiality and objectivity in thinkin The facts from all sources are examined before a conclusion reached. The teacher acts as a guide in the examination of all th available facts for and against a position, but she does not in pose her judgment upon the pupils.

Selection of Activities

In order that the problem will be solved, the pupils must active in seeking its solution. For this the teacher will plan b forehand the kinds of activities in which she thinks the pup should engage and then list them.

She should plan to use the total environment as a major fact in the pupils' experiences. The classroom environment should attractive, homelike, and an aid to teaching. Field and shoppi trips should be utilized as further opportunities for careful sel tion, observation, and comparison of articles, methods, and sults. The homes will also provide opportunities for learning natural life situations. The total environment of the pupils is th utilized as part of a program of instruction designed to per normal, natural growth.

In planning these activities it will be useful to bear in m that:

1. The activities should be such that pupils will recognize their purposes and will realize their necessity in achieving the ends they desire to accomplish.
2. The activities should develop desirable growth in attitudes, appreciations, understandings, and abilities.
3. The activities should be appropriate to the interests, abilities, and maturity of the pupils.
4. The activities should be appropriate to the physical, mental, and emotional characteristics of the pupils.

Preparing such a list of activities prior to beginning the unit does not preclude participation by the pupils in suggesting other activities. Any type of activity is useful only to the degree that its value is recognized by the one engaging in it. The list of activities becomes a reference list for the teacher and is merely suggestive of what the pupils may do in solving the problems. Class discussion regarding procedures for solving the problem is essential, and pupils should be permitted to select their own methods when they meet the needs of the situation.

Evaluation of Outcomes

One of the most important phases of the homemaking program s the evaluation of the outcomes of instruction. Since the teacher s concerned with the continuous growth of the pupils in the direction of the aims, the program of evaluation will be a continuous one. Checking at frequent intervals with pupils actively participating in forming judgments is a vital part of this phase of he program.

The evidences of pupil growth will also guide the teacher in developing the daily lessons. She should, therefore, constantly bear n mind the importance of keeping the program flexible and make uch changes as will provide opportunity for continuous growth. he continuous development of the pupil will be one of the major riteria in the selection of experiences requisite to the growth of ight attitudes, appreciation, and abilities.

Detailed suggestions are given in *Home Economics Education*, ulletin 103, pages 51-54.

HOW TO ADAPT THE MATERIALS IN THIS BULLETIN

In order that teachers may have an opportunity of studying the pe of program which they should develop for their own schools, detailed plan is given. The plan of instruction includes suggested its with problems and a *minimum* list of suggested pupil activies aiming toward their solution. Teachers who wish to use these

suggestions should be mindful of the need for continuous adaptation to the interests, needs, and abilities of the pupils and to the facilities which are available in the classroom. The value of these units lies only in their use as a frame work and a suggested guide for the teacher of homemaking, as well as previous preparation (or lack of preparation) of the pupils.

Administration of Program

The units given here are planned for pupils of the senior high schools who have had limited or no previous homemaking education in the public schools. There is a fine balance among all phases of homemaking either on the basis of a year's work or a longer period.

In planning for school lunches it will be necessary to serve them over a period longer than that suggested for the School Lunch Unit. If it is desirable to serve hot lunches for a period of eighteen weeks the entire class could work on lunches the first six weeks, one-third the next four weeks, one-third the following four weeks, and the third group the last four weeks, while the remaining two-thirds of the class would work on the Unit: Commencement Clothes.

Should the class be too small to follow this suggestion, it would be well to plan to present the Units: To Market and Our Meals at Home, early in the eleventh year so that the pupils could alternate in the work on Units School Lunch and It's New; It's Old after mid-year.

The related work has been suggested on the 1-2 basis, i.e., one year of related science and two years of related art where art is not taught in the school and science is offered two or more years. However, using the three-year program, there will be a decided advantage in planning at least a half year of related science to parallel or precede the units on home management, home nursing, and foods.[1]

Time Allotment

The goals of a unit and the experiences and abilities of the pupils are the major factors in determining the number of lessons required to solve a problem and complete a unit of work. It is wise planning to consider these, and also the goals to be reached by the end of the year, and then determine the time that is reasonable, and likely necessary, to reach the goals of each problem, each unit, and the year's work.

[1] Pennsylvania Department of Public Instruction. *Home Economics Education.* Bulletin 103. Harrisburg: The Department, 1935. pp. 23, 24, 34.

The range of lessons suggested for the units and problems presented in this bulletin is thought to be practical for the situations for which the lessons were planned, but should be reevaluated by any teacher who may consider using any part as a guide for her own situation. For example, although the program suggests that twenty lessons be devoted to canning and preserving, it seems obvious that this number would be greatly reduced in a locality where little canning and preserving are done or where the food products are not to be used in serving school lunches. Again, the time allocated to school lunch would not be used at all for such a unit in a school where the pupils do not carry their lunches; or where the idea of a hot lunch at school needs to be "sold" to the community, the number of lessons would be reduced until such a time as circumstances warranted fifty lessons as suggested.

The teacher, therefore, in allocating the amount of time to be given to a unit or to a problem must consider the number of lessons as only suggestive. The actual time given should be largely determined by the needs of the children and the community.

Sequence of Units

In adapting the program to any locality it is likewise necessary to revise the sequence of units suggested in this bulletin. For example, the unit on canning and preserving, although listed as the seventh unit in the first year, should be introduced at the time near the canning season.

The Unit on Our Daily Bread may be used at the beginning of the first year where the pupils carry their lunches; and in the second year the Unit on The Well-Managed Home can well precede It's New; It's Old, and To Market, providing an excellent background for both units.

Other changes will present themselves as being logical and should be made whenever necessary. Continuous attention from year to year to the need for revision is a requisite of a successful program.

Selected Activities

The teacher will observe that the units in this bulletin are planned on the problem basis with suggested *pupil activities* and *pupil references*. Wherever the statement "observe demonstration" is found, it should be interpreted as either teacher or pupil demonstration or a combination of teacher and pupil demonstration. This activity is suggested frequently because it is felt that effective teaching with *limited equipment* is best accomplished by this method. It provides excellent practice in management prob-

lems not assumed so early when general laboratory methods are followed. It is particularly suitable to those pupils who have had particular experiences and preparation in their own homes and offers them an opportunity to share their knowledge and demonstrate their ability while at the same time it provides ideal managerial problems for them. It solves the problem of management in a class where the backgrounds and experiences of the pupils vary and one or more pupils feel the course holds nothing for them. It is an answer to another problem frequently met, that of providing something of real learning value for those in the class who work faster than the average. While limited equipment may call for the frequent use of the demonstration method it should not be used as a "prop" for all learning situations. Limited equipment is a challenge to good teacher-management and pupils can be directed in several different types of activities at the same time if plans have been well made.[1]

Demonstrations will also save time and make possible various related activities at the same time. For example, the demonstration of a soufflé shows basic methods used in making a fruit, cheese, or vegetable soufflé. These methods may be used no matter what kind of soufflé is selected. Interest in the underlying principles of measuring, mixing, and cooking and the place of each kind of soufflé in the menu is greater than if each pupil is required to make the same kind of soufflé.

The activities have also been planned to provide for home practice and home projects. Sufficient background for carrying out a home project satisfactorily should be given in the classroom, but no attempt should ever be made to answer all problems through classroom activities and thereby leave little to be solved individually. It will be found that many home projects suggest themselves at the conclusion of the presentation of a problem in the classroom.

TABLE SHOWING HOW THE SELECTED UNITS FIT INTO THE THREE GENERAL PHASES OF HOMEMAKING

HOME AND FAMILY	No. Lessons[2]	FOODS	No. Lessons[2]	CLOTHING	No. Lessons[2]
First Year—					
Our Department....	5	Our Daily Bread..	45	The Well-Dressed Person	[illegible]
The Likeable Person	20	Canning and Preserving	20	The Clothes We Make	[illegible]
"Minding" Children.	20				
The Attractive and Convenient Bedroom	15				

[1] Harrington, Evelyn. *Homemaking. An Integrated Teaching Program.* New York: D. Appleton-Century Co., 1935. Chapter 2.
[2] The number of lessons is merely suggestive.

Second Year—		
First Aid 10	To Market 20	Shopping for Clothes 20
Home Nursing 15	Our Meals at Home 40	It's New: It's Old. 45
The Well-Managed Home 30		
Third Year—		
The Fortunate Child 30	School Lunch 50	Commencement Clothes 50
Looking Forward to Marriage 10		
Happy Family Life. 25		
The House Beautiful 15		
195	175	170

In addition to the above, related science or related art and home projects in at least two phases of homemaking are offered each year as previously outlined.

SUGGESTED HOMEMAKING PROGRAM FOR VOCATIONAL DEPARTMENTS[1]

Topics of Units	No. Lessons[2]
First Year—	
Our Department	3-5
The Well-Dressed Person	25
The Likeable Person	20
Our Daily Bread	45
The Clothes We Make	30
"Minding" Children	20
Canning and Preserving	20
The Attractive and Convenient Bedroom	15
Related Science	180
Home Project	
Second Year—	
Shopping for Clothes	20
It's New; It's Old	45
First Aid	10
Home Nursing	15
To Market	20
Our Meals at Home	40
The Well-Managed Home	30
Related Art	180
Home Project	

[1] Required periods for home economics under Program II:
10 periods per week when school periods are 40-45 min.
5 periods per week when school periods are 60 min.
Above based on 5 periods per week.
Home projects are conducted in the home and not scheduled on pupil-time. A minimum of 45 hours per year should be devoted to home projects. Teacher's schedule should include from 3 to 5 periods per week for individual and group conferences on home projects.

[2] The number of lessons is merely suggestive.

Third Year—

Commencement Clothes 50
The Fortunate Child 30
Looking Forward to Marriage 10
Happy Family Life 25
School Lunch 50
The House Beautiful 15
Related Art 180
Home Project

SUMMARY OF UNITS

OUR DEPARTMENT. (3 to 5 lessons)

What can I expect to receive by electing homemaking and what can I contribute to the department? (1)

What must I learn to do in order to be a cooperative member of our class? (1-2)

How can I become a tidy and careful worker? (2-3) (This problem should be presented before the units in foods.)

THE WELL-DRESSED PERSON. (25 lessons)

How does one recognize the well-dressed person? (1)

What must I do to be well-groomed? (3-5)

What will guide me in choosing attractive colors? (3-10)

What lines are becoming to me? (3-5)

How will a knowledge of materials and ready-made garments help me to be well-dressed and within my means? (5-10)

What accessories will I need and how should I select them? (2-5)

What must I do to have my clothes in readiness for wear at any time (8-12)

THE LIKEABLE PERSON. (20 lessons)

What is there about me that can and cannot be changed? (2-4)

What traits and attitudes do I need to have to insure people liking me (4-8)

What manners do I need to observe to be socially acceptable to every one (8-15)

What is the relationship of the well-bred person to his or her family (5-10)

OUR DAILY BREAD. (45 lessons)

What relationship is there between food and the way I grow and feel (5-10)

How much food should I eat each day? (6-10)

What constitutes an attractive box lunch and how can I prepare and pack it? (2-4)

What must I learn about the cooking of foods to insure tasty dishes and retain food values; to plan simple, balanced meals, and serve them attractively? (25-30)

THE CLOTHES WE MAKE. (30 lessons)

What preliminary problems must I solve before I can make my clothes? (5-10)

What undergarments do I need and how can I make them so they will be attractive, comfortable, and well-fitted? (10-15)

How can I make a school dress, blouse, or skirt that will be attractive, well-made, and long-wearing? (15-20)

How can I make bound, cut, and looped buttonholes?

How can I make set-in pockets?

What decorative stitches are "good" and how can I make them?

"MINDING" CHILDREN. (20 lessons)

What effect do my contacts with children have on them and how can these contacts be made helpful? (10-15)

How can I entertain children when they are left in my care? (10-15)

CANNING AND PRESERVING. (20 lessons)

How are fruits canned successfully in the home and which method will I find most satisfactory to use? (5-10)

How are vegetables canned successfully in the home and which method should I use in canning our vegetables? (5-10)

How can I make perfect jelly, jam, preserves, marmalade, and conserves? (5-10)

How can I make attractive and tasty pickles and relishes? (1-3)

How are the methods of preserving meats different from those in preserving other foods? (3-5)

How can I dry fruits and vegetables satisfactorily? (2-4)

THE ATTRACTIVE AND CONVENIENT BEDROOM. (15 lessons)

What makes a bedroom attractive? (5-10)

How can I refinish furniture or woodwork? (3-6)

What can I do to make my bedroom more convenient? (3-8)

SHOPPING FOR CLOTHES. (20 lessons)

What do I need to consider when adding to my wardrobe? (2-4)

What do I, as an intelligent and sympathetic shopper, owe textile workers, shop keepers, and sales people? (1-2)

How can I be sure of selecting satisfactory ready-made garments? (5-8)

How can I be sure of selecting satisfactory undergarments and foundation garments? (3-6)

How can I be sure of getting the best kind of hosiery? (5)

IT'S NEW: IT'S OLD. (45 lessons)

How can I determine whether it will pay me to make over a worn or "hand-me-down" garment? (3)

How can I make a number of styles from the same dress pattern? (20-25)

How can I use the sewing machine attachments successfully? (20-25)

FIRST AID (10 lessons)

What accidents are likely to occur in and about the home and how should we plan to avoid them? (2-4)

How can I meet common emergencies requiring first aid treatment? (5-8)

What first aid material should we have in our home and where and how should it be stored? (1-4)

HOME NURSING. (15 lessons)

How can I make a patient comfortable in bed? (3-5)

How is a bath given to a sick person in bed? (1)

What should I serve a sick person and how can I plan for enjoyment of the food? (2-3)

How can I give an enema? (1)

When do patients need entertainment and what forms are desirable? (2)

What could I do for one suffering with convulsions, croup, earache, bronchitis, and colds? (2)

What differences need to be observed in the care of those afflicted with contagious or infectious diseases and those suffering from organic disturbances? (2)

What should our home medicine cabinet contain? (1-3)

TO MARKET. (20 lessons)

How can I be sure of getting the best values possible when I buy canned foods? (5-7)

Which is cheaper for me to buy, loose or packaged foods? (4-6)

How can I be sure of getting good quality meat? (2-4)

How can I select fowls that will be tender and of good flavor? (1-2)

How can I be sure of getting the best values possible when buying fresh fruits and vegetables? (3-5)

How is it possible to reduce cost of market purchases? (2-4)

What problems of production and marketing exist and how can I become an intelligent and appreciative buyer? (2)

OUR MEALS AT HOME. (40 lessons) (Foundation work in Unit, Our Daily Bread)

How can I plan wholesome and satisfying meals for our family? (5)

What "substantial" dishes are there that would add variety to our meals and how can I make them? (5)

How should chicken and fish be prepared and served? (3-5)

When are quick breads served and how can I make good ones? (5-8)

What do I need to learn about baking cakes, cookies, and pies to insure success in making them? (5-8)

What determines the choice of desserts and how can I make attractive and tasty ones suitable for our family? (5-8)

Serving "special occasion" meals. (10-15)

THE WELL-MANAGED HOME. (30 lessons)

How does one recognize the difference in management of homes? (1)

When I have full charge of the housework of a home, how can I arrange my work so I will have some leisure and not be too tired to enjoy it? (3)

How can laundering and general housework be done satisfactorily and easily? (5-8)

How can I do the "odd jobs" about our house? (5-8)

How can I be sure the furniture and equipment in our home is conveniently arranged to save time and energy? (5-10)

What energy-saving devices for the home would it be wise to buy? (3-

What factors need to be considered when deciding how the family income should be spent? (5-10)

COMMENCEMENT CLOTHES. (50 lessons)

What clothes will I need for commencement? (2-3)

How can I have these clothes at a cost I can afford? (4-6)

Making some commencement clothes as needed. (35-40)

THE FORTUNATE CHILD. (30 lessons)

Why are some children more lovable than others and what factors enter into their lives to make them as they are? (2)

What do I need to learn about the physical growth of the infant and young child in order to provide the right environment for normal and harmonious growth? (10-15)

How can some of the behavior problems of young children be overcome or prevented through guidance and education in infancy and early childhood? (5-10)

What do I need to learn about the mental development of children in order to help contribute to its best development? (4-6)

What do I need to learn about the moral and spiritual nature of children in order to provide for its best development? (2)

What can I do to prevent illness in children? (2)

What does the child receive from the community in which he lives? (2)

LOOKING FORWARD TO MARRIAGE. (10 lessons)

What are the characteristics of an ideal marriage? (3)

What preparations do I need to make to be ready for marriage? (3)

How can I be sure my married life will be happy and successful? (4)

HAPPY FAMILY LIFE. (25 lessons)

What influence does the home we live in have on our lives? What kind of a home do I want for my own? (6)

How does the family life influence the lives of each member and what kind of a family life shall I plan for in my home? (8)

What place does leisure, culture, and happiness have in family life? (6)

What relationship does the happy family have to the community? (5)

SCHOOL LUNCH. (50 lessons)

The need for serving hot lunches covers a period of approximately eighteen weeks. To provide for this period (twice the time alloted above) it is suggested that the entire class work together on the first three problems of this unit and also on the first two problems of the Unit, Commencement Clothes; then half the class will continue with assigned work on this unit and half with assigned work on the other unit. At the end of nine weeks, groups will exchange units.

What plans do we need to make to insure efficient procedures in serving school lunches? (3-5)

What tasty dishes suitable for school lunches can we prepare and serve in the limited time we have, for the price we can charge? (4)

What shall we plan to serve this week? (35-45) (Preparing and serving lunches.)

How successful has our lunchroom project been? (1-2)

THE HOUSE BEAUTIFUL. (15 lessons plus problems in related art and science)

What need I consider before selecting a place in which to live? (2)

What makes exteriors of houses attractive? (7)

In selecting or planning a house to live in, how could I be sure of having the interior suitable, attractive, and convenient? (5)

How could I furnish a house attractively and within my means? — This problem as well as others in this unit involving a knowledge of art would be solved in the related art unit parallelling this unit.

FIRST YEAR

UNIT: OUR DEPARTMENT

Objectives: To obtain an overview of the course and the year's study.
To become acquainted with the physical set-up of the department so as to have it attractive and homelike at all times.
To set up and develop standards of conduct.

Evidences of Pupil Growth: The pupil should understand that
- the dignity of homemaking is unquestioned today and preparing for it is as necessary as for any other profession.
- the qualifications of a good homemaker are learned and not inherited and are based on knowledge, skills, good judgment, and wholesome attitudes.
- one's own happiness in the home depends largely on becoming the best possible homemaker.
- cooperation in the school and in the home makes work easier and hearts lighter.

The pupil should be able to
- explain the place of homemaking in the schools.
- keep equipment in its place.
- light stove; control heat; clean stove.
- clean sink and garbage can.
- care for woodwork properly.
- sweep, mop, and dust correctly.

The pupil should have an attitude of
- delight in sharing the responsibilities of keeping the roor clean, orderly, and attractive.
- enthusiasm, and should not be appalled by the breadth c work and opportunities offered.

Problem I. What can I expect to receive by electing homemakin and what can I contribute to the department?

Activities:
- Contribute to listing activities in homes of group.
- Listen to the story of homemaking in the public schools.
- Participate in discussion on what the department should b should mean to pupil, school, and community.
- Discuss "creed" for home economics pupil.
- Participate in setting up standards for the department and f each pupil.
- Take pre-test for home economics pupils.
- List own problems with which help is needed.
- Participate in making plans for the year's work.

References:[1]
- Home Economics Omnibus: Harris, Huston; pages 3-6.
- First Course in Homemaking: Calvert; pages 1-5.
- The Girl and Her Home; Trilling, Williams; pages 1-6.

[1]Bibliography lists complete information regarding references found in units.

Problem II. What must I learn to do in order to be a cooperative member of our class?

Activities:

Make survey of room or rooms and arrangement of equipment.
Participate in discussion of care of woodwork, shades, curtains, walls, floors, black boards, furniture.
Observe demonstration of use and care of broom, brush, mop, dustcloth.
Practise sweeping, brushing, dusting properly.
Assist in making plans for the use and care of room and equipment.

Problem III. How can I become a tidy and careful worker?

Activities:

Tell the story that lies behind the serving of
(a) food on greasy plate, finger marks on glass, smeary silver, hair or fly in food, and a soiled table cloth.
(b) food neatly served on shining china, sparkling glass and silver ware, and a spotless table cloth.
Participate in discussion of personal appearance.
Set standards for personal appearance and plan how to maintain these.
Observe demonstration of how to light stove, control heat, make adjustments, clean it.
Practise lighting stove and controlling heat.
Participate or observe demonstration contest of dish washing (including care of tea towels and sink).
Discuss and set up methods and standards for dishwashing, care of towels, and sink.
Discuss ways of caring for garbage and garbage cans.
Help in determining on plan to be followed by group.
Observe demonstration of
measuring fats, flour, liquids.
pouring liquids from labelled bottles.
cleaning excess fat from spoon and returning to container.
ways to avoid extra work in handling soiled spoons, etc., hot dishes, liquids.
placing pans and kettles with handles on stoves and tables to avoid knocking over.
Make a list of "Practical Kitchen Observances".
Practise those not already a habit and report periodically on results.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves, pages 444-455.
The Family's Food: Lanman, McKay, Zuill, pages 226-231.
Foods and Homemaking: Greer, pages 160-169, 174-176, 179-187.
Fundamentals of Home Economics: Jensen, Jensen, Ziller, pages 279-282.
Housewifery: Balderston, pages 267, 269, 289, 291, 293.
The House and Its Care: Matthews, pages 93-100.

UNIT: THE WELL-DRESSED PERSON

Objectives: To analyze the well-dressed person and to improve the personal appearance through good personal habits, good grooming, and to be able to select attractive and appropriate clothing within one's means.

Evidences of Pupil Growth: The pupil should understand that

- everyone owes it to himself and others to be as well dressed as possible at all times.
- clothing well chosen adds to one's comfort and one's poise and is a contributing factor to one's conduct.
- clothes do not indicate the character of the individual but reveal that he respects himself and the aesthetic sense of others.
- to care for one's clothes and person requires time but contributes to one's satisfaction.
- joy and satisfaction come to one well-dressed.
- time spent on personal appearance should be so planned as not to interfere with the activities of other members of the family or one's home duties.

The pupil should be able to

- manicure and care for her hands properly.
- shampoo and dress hair becomingly.
- select and use cosmetics that are safe and apply them artistically.
- recognize the difference between an over-dressed and a well-dressed person.
- select becoming lines.
- hide defects like round shoulders, short waist, etc.
- select becoming colors.
- select materials that wear well, look well, and are within income.
- select garments that fit well and are made well.
- select correct accessories.
- mend, darn, patch, spot clothes.
- improve his or her personal appearance.
- recognize deficiencies and plan to overcome them.
- place right value on clothes and physical appearance.

The pupil should show an attitude of

- wanting to work toward desirable and desired wardrob but not be upset about clothes that can not be chang and must be worn.
- desiring to make things more convenient for storing ov clothing.
- desiring to assume responsibility of caring for own cloth
- willingness to improve posture and change habits that m attractiveness.
- willingness to care for own clothes and room.
- enjoyment of orderliness and neatness.
- interest in being well-dressed on all occasions.

Problem I. Introductory problem: How does one recognize the well-dressed person?

Activities:

Study pictures of styles of generations of persons living today.

Analyze pictures to determine why some are more pleasing than others.

List the characteristics of a well-dressed person.

Outline subsequent problems for this unit.

References:

Home Economics Omnibus: Harris, Huston; pages 179-184.

Clothing for the High School Girl: Baldt, Harkness; pages 3-6, 48-58;

Clothing: Friend, Shultz; pages 93-116.

Problem II. What must I do to be well-groomed?

Activities:

Select a person acknowledged to be well-groomed and list those things that contribute to his or her appearance.

Analyze group and individual helps needed.

Observe demonstration of practice:
shampooing and care of hair.
manicuring.
proper application of cosmetics.
pressing of dresses, coats, skirts.
cleaning and spotting clothes.

Practise above, keep records of results, and report regularly.

Observe demonstration of good posture.

Practise good posture until it becomes a habit.

Study of and selection of suitable foundation garments.

Study and selection of suitable shoes.

Discuss personal hygiene. (Presented last because of usual lack of interest in topic when presented first.)

Report on personal shortcomings and what is being done about them.

References:

Home Economics Omnibus: Harris, Huston; pages 184-191

Clothing for the High School Girl: Baldt, Harkness; pages 59-60.

The Girl To-day: The Woman Tomorrow: Hunter, pages 7-25, 53.

Clothing: Friend, Shultz; pages 3-38.

Junior Food and Clothing: Kinyon, Hopkins; pages 13-17, 22-31.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 59, 60, 68-71.

Problem III. What will guide me in choosing attractive colors?

Activities:

Analyze members of class and group according to color of eyes; sub-divide if hair or skin colorings are not close.

Observe effect of color families on each group. (Use swatches.)

Study effect of colors on different figures.

Study effect of colors on emotions.

Decide colors suitable for school, sport, church, and parties.

Decide on most becoming colors. (Use swatches.)

Decide what can be done with any clothes that may be of unbecoming color.

Observe demonstration of dyeing materials.

Tint or dye any faded garment.

References:

Home Economics Omnibus: Harris, Huston; pages 194-197.

The Girl Today: The Woman Tomorrow: Hunter; pages 80-9

Clothing for the High School Girl: Baldt, Harkness; page 44-48.

Clothing: Friend, Schultz; pages 47-69.

Fundamentals of Home Economics: Jensen, Jensen, Zille pages 54-59.

Problem IV. What lines are most becoming to me?

Activities:

Analyze the members of class and group according to type.

Observe demonstration of effect of various neck lines on va ious types.

Observe demonstration of effect of sleeve, waist, and sk lengths on various types.

Study pictures.

Analyze own needs.

Decide what lines are most becoming and plan any changes own wardrobe if needed.

Observe demonstrations of effect of various style hats.

Observe demonstrations of effect of angles at which hat may worn and select most becoming one.

References:

The Home Economics Omnibus: Harris, Huston; pages 191-1

The Girl To-day: The Woman Tomorrow: Hunter; pages 30-

Clothing for the High School Girl: Baldt, Harkness; pa 33-44.

Clothing: Friend, Shultz; pages 70-92.

Fundamentals of Home Economics: Jensen, Jensen, Zill pages 52; 53.

Problem V. How will a knowledge of materials and ready-made garments help me to be well-dressed and within my means?

Activities:

Observe clothes worn by each member of the class and group according to fibers.

Observe weaves and re-group.

Study swatches of materials for other weaves most likely to be worn by members of group.

Observe demonstration of testing for wearing qualities.

List according to values.

Observe demonstration of testing materials to recognize fibers.

Study effect of design on material on various types.

Select materials most appropriate for various occasions and seasons.

Observe demonstration of effect of moisture on the different fibers and different weaves of same fibers.

Discuss reasons for wearing particular materials in particular seasons.

Analyze own needs and assemble samples of materials to fit own needs.

Study mail order catalogs and evaluate descriptions of materials and garments.

Send for samples.

Compare samples with catalog descriptions.

Visit dry goods store, if possible.

Study labels and printing on selvages.

Determine cost of selected garment made by self.

Compare garment with ready-made one.

Analyze construction in ready-made garments.

Analyze cleaning problems and ultimate costs of garments.

References:

Home Economics Omnibus: Harris, Huston; pages 203-208.

Clothing for the High School Girl: Baldt, Harkness, pages 62-102.

Clothing: Friend, Shultz; pages 121-175.

Junior Food and Clothing: Kinyon, Hopkins; pages 40-50; 75-97.

Problem VI. What accessories will I need and how should I select them?

Activities:

Compare construction of pocketbooks.

Study leathers used in pocketbooks and gloves.

Determine from reports of others and from study what to look for in buying pocketbooks and gloves.

Study pictures of well-known public characters and note jewelry worn.

Set standards for selection and wearing of jewelry.

Study materials, finish, design of handkerchiefs.

Compare quality of handkerchiefs of different prices.

Study effects of colored accessories to various wardrobes.

Analyze own needs and plan how to meet them (new selections; make cover for pocketbook; etc.)

References:

Home Economics Omnibus: Harris, Huston; pages 197-201.

The Girl To-day: The Woman Tomorrow: Hunter; pages 46-52.

Problem VII. What must I do to have my clothes in readiness for wear at any time?

Activities:

Review methods of cleaning, spotting, pressing clothes.

Observe demonstrations of darning and mending.

Practice darning, mending (articles or garments).

Observe demonstration of sewing on fasteners.

Practice sewing on fasteners (articles or garments).

Observe demonstration of removing common stains.

Practice removing stains.

Decide on personal needs to improve ways of caring for clothes.

Make shoe bags, shoe racks, shoe trees or toe molds, boxes, sectional boxes, hat stands, etc.

Analyze provisions needed for storage.

Study methods of daily care of personal garments.

Observe demonstration of cleaning washable gloves; pocketbooks.

Analyze own needs, plan how to meet them and report on results.

References:

Home Economics Omnibus: Harris, Huston; pages 250-256.

The Girl To-day: The Woman Tomorrow: Hunter; pages 65-79.

Clothing: Friend, Shultz; pages 39-41, 201-253.

Junior Food and Clothing: Kinyon, Hopkins; pages 102-118.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 32-48.

Clothing for the High School Girl: Baldt, Harkness; pages 358-381.

UNIT: THE LIKEABLE PERSON

Objectives: To develop a pleasing personality by being conscious of accepted standards for human relationships and by working toward making these a part of one's self.

Evidences of Pupil Growth: The pupil should understand that

one should accept philosophically those things about one's self that cannot be changed and plan to overcome undesirable actions, habits, and beliefs.

while one's personal appearance is important, it is of greater importance to one's happiness and success in life to be happy, considerate, sincere, and cooperative.

just as we are happy, considerate, sincere, and cooperative can we expect those with whom we live and work to be so.

one owes social and economic obligations to one's family and that to the degree these are met, one finds acceptance in society.

The pupil should be able to

recognize in himself those traits that are an outgrowth of inherited emotions educated or left to develop in the wrong way and to set up desirable habits to change these traits.

recognize and correct weaknesses in social conduct.

observe good manners under all circumstances in the contacts of the day.

show improvement in conduct in school, home, and gatherings.

be happy or comfortable in groups of own sex or mixed groups at school and at parties.

plan and conduct successful parties for groups of own age, mixed or of only own sex.

assume home responsibilities within his or her abilities (routine household and farmyard tasks).

plan his or her day to get all done that needs to be done and have some free time for recreation and hobbies.

The pupil should show an attitude of

willingness to learn new ways in contacts with people.

desiring to develop a pleasing personality.

desiring to avoid pettiness, jealousies, gossiping, and to help others to grow mature in these human weaknesses.

roblem I. What is there about me that can and cannot be changed?

Activities:

Study family pictures, Dionnes, etc.

Analyze the "Pepper" family and note varying abilities.

Study lives of Johnnie, "Science Baby", and his twin.

Participate in demonstration that illustrates how quickly a habit can be formed.

Give illustrations of difficulty in breaking habits already formed

Compare responses of infant and two-year-old child with person of own age to situations arousing fear, anger, love.

List own characteristics that can not be changed and those that can.

Read in class "The Log Cabin Lady" and analyze her reactions to situations.

References:

Home Economics Omnibus: Harris, Huston; pages 447-448.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 3-18, 214-218.

Home Living: Justin, Rust; pages 456-473.

Problem II. What traits and attitudes do I need to have to insure people liking me?

Activities:

Study selected cartoons.

Analyze popularity of Shirley Temple.

Read stories of successful, popular people.

Study police records and reports from State institutions.

Group analyze characteristics of popular people.

Analyze own needs and evolve plans for reaching own ideal.

References:

The Girl Today: The Woman Tomorrow: Hunter, pages 92-143

Home Economics Omnibus: Harris, Huston; pages 407-412, 443-446, 448, 449.

Problem III. What manners do I need to observe to be socially acceptable to every one?

Activities:

Observe demonstrations and practice social amenities group desires and needs.

Analyze own needs and plan way of meeting deficiency.

Plan party for class members and serve simple refreshments.

Plan an afternoon tea for mothers or faculty or both.

Plan party for boys and girls, if possible: one in a home; on at school.

References:

The Girl Today: The Woman Tomorrow: Hunter; pages 144-18

Fundamentals of Home Economics: Jensen, Jensen, Zille pages 77-87.

Home Economics Omnibus: Harris, Huston; pages 412-443.

Everyday Manners: South Philadelphia High School Faculty

Foods and Homemaking: Greer; pages 573-578.

Problem IV. What is the relationship of the well-bred person to his or her family?

Activities:

Compare treatment of infant boys and girls in Ancient Greece.
Compare treatment of infants and children in China and America today.
Compare relationship of members in families of yesterday and today.
List those things due the family that cost no time or effort.
Analyze the things done in the home daily and seasonally and check those done for you, those you help with, and those you do for yourself.
Score self as to worthy family membership and plan desirable personal improvements and responsibilities you could and should assume.
Analyze your own day's program.
Make time studies of home duties now done and those to be assumed.
Make a schedule of home and school activities.
Report on methods used to do home tasks as making beds, cleaning rooms, washing dishes, scrubbing, laundering, and check for "best ways."
Report any change of methods.

References:

Home Economics Omnibus: Harris, Huston; pages 455-461.
A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 624-643.
Home Living: Justin, Rust; pages 197-238, 255-256.

UNIT: OUR DAILY BREAD

Objectives: To develop an understanding of the function of the common foods in the growth and development of the body and the daily food requirement to meet these needs; how those foods which are usually served for breakfast, suppers, and in packed school lunches should be prepared to preserve food values and to make them attractive and tasty.

To determine the proper setting of a table after the manner accepted in the group and how the foods prepared should be served and eaten.

Evidences of Pupil Growth: The pupil should understand that

to observe good food habits will improve or promote one's health.

to observe the principles underlying food preparation saves disappointments and brings satisfaction in one's work.

as a member of a family the pupil has a responsibility toward assisting with meal preparation, making meal time a pleasant occasion, observing best table manners, and assisting with clearance of table and dishes.

neatness in person and about the work contributes to the pleasure of the individual and the group.
as a member of a group the pupil has a responsibility toward keeping the kitchen clean, tidy, and in order.
the appearance of food and service has a psychological effect on those who eat it.
the attractive and well-set table is one which conforms to the simple rules of harmony and meets the needs of the family.

The pupil should be able to
select foods to meet personal requirements.
assist others in the selection of foods to meet their needs when they are of same age or older and have no organic disease.
recognize well-balanced menus for simple breakfasts, lunches, and suppers.
measure accurately.
follow a recipe exactly.
prepare correctly foods most frequently served for breakfast, supper, and in a packed school lunch.
explain the principles involved in the cooking of milk, eggs, bacon, fruit, vegetables, and meats.
work happily with others to plan work individually or as a part of group to be done in given time.
plan well-balanced menus for simple breakfasts, lunches, and suppers.
set a table and serve these foods in an attractive manner suitable to family's needs.
observe the accepted manner of eating these foods.

The pupil should show an attitude of
willingness to try new foods, new dishes, and adopt improved food habits.
willingness to assume his or her share of all activities involved in the study of foods in school and in the home.
desiring to have better health.

Problem I. What relationship is there between food and the way I grow and feel?

Activities:
Study pictures of children and adults (normal and malformed.)
Study reports of undernourished and adequately fed children.
Observe movie or slides, "Food Makes a Difference".
Analyze demands of body.
Study foods to learn what each does to meet body needs.
Make charts showing height, age, weight, state of general well-being, teeth, skin, nerves, blood.
Plan own needs to meet deficiencies.
Start work on feeding rats for comparative study.

References:
Home Economics Omnibus: Harris and Huston; pages 14-21 29-39.

The Family's Food: Lanman, McKay, Zuill; pages 1-12, 39-81, 83-89.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 311-339.

Foods: Justin, Rust, Vail; pages 1-29.

Food, Nutrition, and Health: McCollum, Becker; pages 49-85, 91-96.

Fundamentals of Home Economics: Jensen, Jensen, Zeller; pages 1-13, 27-31, 95-103.

Problem II. How much food should I eat each day?

Activities:

Group members of class according to their activities.
Study food charts or models for yield of calories.
Group food models according to body needs and in "families".
Set up total day's requirements and divide into meals.

References:

Home Economics Omnibus: Harris and Huston; pages 21-26.

The Family's Food: Lanman, McKay, Zuill; pages 39-81.

Foods and Homemaking: Greer; pages 328-332, 600-609.

Foods: Justin, Rust, Vail; pages 29-41.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 91-95; 104-111.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves: pages 341-364.

Problem III. What constitutes an attractive box lunch and how can I prepare and pack it?

Activities:

Analyze lunches prepared for demonstration showing package, packing, contents, and likely service.

Observe demonstration of serving lunch at school (one cover).

Set standards for packing and serving.

Participate in compiling list of food group uses for lunches and add other desirable foods.

Mark those foods with which you are already acquainted and those you are able to prepare; those to be included for balanced lunches; those you are not able to prepare and which ought to be studied later in class.

Analyze "A" lunch menus.

Plan and prepare box lunch.

Serve at school and score each lunch.

Participate in plan to serve lunch in groups comparable to family.

If hot food is not available study ways of having a hot dish at school; make "home-made" thermos; group plan to heat or make a hot dish at school.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 467-475, 510-511.

Foods and Homemaking: Greer; pages 221-234.
School Lunches: Hunt, C. L.

Problem IV. What must I learn about the cooking of foods to insure tasty dishes and retain food values; to plan simple, balanced meals and serve them attractively?

NOTE: Activities are so planned that a rich background of cookery facts might be learned in the minimum time and application of these can be made in the preparation of whole meals rather than single dishes. Provision is thus made for time spent in planning time- and work-schedules as well as service by small groups (3 or 4) while another group is actually carrying out such a plan. Thus more meals will be prepared for judging; experience will still be gained in the skills; more home practice will be encouraged; management problems will be assumed earlier in the foods course; less equipment will be required when work is carried out on the teacher-demonstration, pupil-demonstration plan.

Activities:

Observe demonstration of effect of high and low temperatures on eggs.
Study ways eggs may be prepared to be served as main dishes of meals.
Observe demonstration of making white sauce.
Groups select egg dish desired, plan work schedule, prepare and serve dish.
Score products.
Prepare egg dishes at home and report results.
Observe demonstration of cooking cereals—oatmeal, wheatena, cracked wheat, rice, cornmeal.
Compile table of proportions and time.
Prepare cereal at home and report results.
Observe demonstration of pan broiling and frying bacon and taste products.
Determine desirable method of cooking bacon.
Study ways of preparing fruit and make list of ways practical for home use.
Observe demonstration of making cocoa.
Study breakfast menus.
Observe demonstration of table setting.
Plan, prepare, and serve simple breakfast (group in school, alone at home).
Judge breakfast and report on any changes to be made to improve work schedule, food, serving.
Observe demonstration of effect on vegetable of proper period and too long period of cooking (example, cabbage).
Study reports of nutritionists on effect of heat, water, and period of cooking on vegetables as well as additions of soda and acids.

Compile timetable for cooking vegetables (mimeographed sheets with space for adding further suggestions).

Observe demonstration of effect of quick and short period of cooking on tender and tough cuts of meat; of moist heat and longer period of cooking on similar cuts.

Study reports of research workers on proper cooking methods of various meats and cuts.

Compile timetable for cooking meats.

Observe demonstration of cooking foods (vegetables; French fried potatoes—croquettes; meats.) in deep fat.

Record tests for determining proper temperature of fat for cooking raw and previously cooked foods.

Study menus of lunches and suppers and analyze them on basis of own abilities to prepare and time available for preparing and serving.

Plan, prepare, and serve simple lunches and suppers.

References:

Home Economics Omnibus: Harris and Huston; pages 43-53, 59-61, 65-67, 69-72, 74-99.

The Family's Food; Lahman, McKay, Zuill; pages 121-128; 137-150, 153-158, 189-206, 249-261.

Foods and Homemaking; Greer; pages 7-30, 52-59, 92-103, 279-284, 358-365, 369-370.

Everyday Foods: Harris, Lacey; Chapter XX.

Fundamentals of Home Economics: Jensen, Jensen and Ziller; pages 14-17, 78-79, 114-122, 127-143, 153-158.

Foods: Justin, Rust, Vail; pages 61-66, 83-96, 106-107, 117-131, 144, 157-171, 186-197, 215-224, 232-238, 335-345, 524-533.

Milk and Its Uses in the Home: States Relation Service.

Eggs at any Meal; Alexander, L. M. and Yeatman, F. W.

Table Service and Decoration: Gunn, pages 1-50.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 366-438, 463-467, 476-492, 496-502, 573-578, 583-586.

Milk and Its Uses in the Home: Farmer's Bulletin No. 1207.

UNIT: THE CLOTHES WE MAKE

bjectives: To make attractive, well-made, well-fitting, simple, and suitable garments; to learn to select materials of good quality, design, and becoming color; to learn how to select patterns that meet one's needs and how to use and alter patterns; to learn how to use the sewing equipment correctly.

vidences of upil Growth: The pupil should understand that

well-made and attractive garments bring satisfaction and pleasure to the maker.

attractive garments do not depend primarily on the cost of materials or trimmings.

lack of experience is no handicap to sewing, but unwilling-

ness to try new things or "bluffing" keeps one from learning and enjoying the use of the needle and sewing machine.
well-chosen patterns followed carefully assure satisfaction and save time and material.
work done on schedule saves annoyances and time and helps in maintaining or promoting a pleasant atmosphere in the class room.
confidence, assurance, and pleasure come from doing one's best even though that might not be the best in the group.
good personal appearance and conduct reveal pride in work, department, and school.

The pupil should be able to
use needle, thimble, and scissors correctly.
select proper size needle and thread for material.
baste evenly and quickly.
sew straight lines of stitching by machine.
make French, felled, and plain seams.
select seam best suited for underwear and dresses and materials used.
overcast plain seams.
make even, straight, and curved hems.
make darts, bindings, facings.
use the sewing machine correctly; care for it; correctly make adjustments in the tension, thread bobbin, and machine.
select suitable pattern, fit, and make alterations, if necessary.
select suitable materials for garment chosen.
cut and mark perforations and other sewing guides without marring material.
plan steps to avoid ripping.
make bound and cut buttonholes.
smock, do fagoting, make the blanket, and briar stitches.
fit and press garment.
judge garment for workmanship, choice of patterns, trimming of seams, suitability of material, color, and design.

The pupil should show an attitude of
interest in creating something useful and attractive with material, needle, and thread.
willingness to do work over if necessary.
willingness to see a thing through to satisfactory finish.
interest in trying new ways of doing things.
desire to improve workmanship.
willingness to share in the care of the room and equipment.
interest in making more clothing.

Problem I. What preliminary problems do I need to solve before I can make my clothes?

Activities:

(Note: Activities should be so planned that some do hand work while others use machines.)

Observe demonstration of how to use and care for the sewing machine.
Discuss sewing tools and equipment. (selection, use, care)
Observe basting and stitching hem.
Observe demonstration of making a plain seam.
Practice threading and running machine—treading or electrically.
Practice basting and stitching seam.
Make towel, pan holder, crib sheets, pillow cases, or other needed articles, offering practice in sewing but requiring short time to complete.
Observe demonstration of making French and felled seams.
Make seam samplers of those seams to be used in next problem.
Score workmanship.

References:

From Thimble to Gown: Van Gilder; pages 1-7, 39-45, 63-67.
Clothing Construction: Brown and others; pages 182-188, 220-221, 224-227.
Sewing Book: Hyde; pages 3-22, 63, 64, 67, 73-75, 87-93.
Machine Sewing: Singer Co.; pages 7-29.

Problem II. What undergarments do I need and how can I make them so they will be attractive, comfortable, and well-fitting?

Activities:

Study patterns and select own.
Group select suitable materials; individuals select and prepare materials (shrinking and ironing).
Observe demonstration of fitting pattern and how to alter it.
Observe demonstration of laying pattern on material and cutting.
Discuss seams to be used.
Cut and make garment.
Observe demonstration of any other processes such as cutting and joining bias binding, edge finishings, etc.
Make samplers of steps in joining bias binding, applying same as facing and as binding. (busy work)
Group and individual grading of garments.

References:

From Thimble to Gown: Van Gilder; pages 56-63, 124-127.
Clothing Construction: Brown and others; pages 4-10.
The Sewing Book: Hyde; pages 112-115, 156-162, 230-237.

NOTE: Problems IV and V and VI are to be presented as group finds need for them in order to finish Problem III or to provide "busy work" and helps for home projects.

Problem III. How can I make a school dress, blouse, or skirt that will be attractive, well-made, and long-wearing?

Activities:

Study fashions.
Review study of lines, color, fabrics.

Participate in discussions of samples selected by each girl and brought to class.
Participate in discussion of patterns; select one.
Cut and make garment.
Observe demonstration of making placket, sewing in sleeves, attaching collars, sewing on pockets.
Making samplers of placket and pockets.
Score dresses, blouses, skirts.
Help plan fashion show.

References:

From Thimble to Gown: Van Gilder; pages 73-76, 81-84, 87-101, 114-117, 147-196, 199-205, 219-246.
The Sewing Book: Hyde; pages 115-119, 122-126, 166-189, 202-205, 230-237, 242-248.
Fitting Dresses and Blouses: Campbell, Maude.

Problem IV. How can I make bound, cut, and looped buttonholes?

Activities:

Observe demonstration of making bound buttonhole.
Make a bound buttonhole in material of kind that blouse or dress will be made of later.
Observe demonstration of making a cut buttonhole.
Make a cut buttonhole and mend one torn out.
Group score buttonholes.

References:

From Thimble to Gown: Van Gilder; pages 128-135.
Clothing Construction: Brown and others; pages 67-75, 77-82.
The Sewing Book: Hyde; pages 218-229.

Problem V. How can I make set-in pockets?

Activities:

Observe demonstration of making a set-in pocket.
Make a set-in pocket.
Group score pockets.

References:

From Thimble to Gown: Van Gilder; pages 104-114.
Clothing Construction: Brown and others; pages 166-172.
The Sewing Book: Hyde; pages 190-200.

Problem VI. What decorative stitches are good and how can I make them?

Activities:

Study pictures of garments finished with decorative stitches.
Set standards for use of decorative stitches.
Observing demonstration of
hemstitching.
making of briar stitch.
making of blanket stitch.
making of chain stitch.
fagoting.
smocking.

Practice stitches and apply to article or garment.
Score same.

References:

Clothing Construction: Brown and others; pages 36-49, 53-55, 58-62.

The Sewing Book; Hyde: pages 83-86.

UNIT: "MINDING" CHILDREN

Objectives: To appreciate the need of understanding the emotional, mental, and physical life of younger children to the degree that the older children could care for them on occasion and live more happily with them at all times.

To develop an appreciation and understanding of the education children receive through their contacts with elders, directly and through observation.

Evidences of Pupil Growth: The pupil should understand that

children learn a great deal through imitation and that often one's "actions speak louder than words."

controlling one's own emotions is necessary before one can expect to help children control theirs.

by giving one's best to children at all times one thereby grows in pleasing personality.

future happiness of the adult often lies in the hands of the child nurse.

caring for or being with any child carries with it responsibilities of helping the child develop normally emotionally.

children want and need understanding, sympathy, love, cheerfulness, and beauty, and that the one who is with the child should be friendly, courteous, considerate, clean, and attractively dressed.

The pupil should be able to

analyze the cause of temper tantrums.

handle a child indulging in a temper tantrum.

help a child who is afraid.

divert a child's attention from something he should not be doing by offering something more desirable to do.

select games and activities suitable to the age of the child, and direct or play with child in comradely fashion.

select and tell stories suitable to age of the child.

plan for afternoon with child.

analyze own conduct and determine what conduct and attitudes need to be watched carefully in the presence of children.

The pupil should show an attitude of

interest in children.

willingness to be with children as a privilege and not as a "sentence".

desire to care for children left in her care in such a way that the children will have been helped in developing a pleasing personality.

desire to study more about the care of children.

Problem I. What effect do my contacts with children have on them and how can these contacts be made helpful?

Activities:

Analyze cause of temper tantrums.

Analyze own reactions to irritating circumstances.

Read selected "Childhood Problems" (Parents Magazine).

Determine methods to be followed with children having tantrums.

Participate in discussion of likely personality traits developing from indulgence in temper tantrums.

Analyze cause of fears.

Analyze own reaction to and results of fears.

Study methods of dispelling fears.

Participate in discussion of some conduct traced to fears.

Determine best course to follow with children when they are afraid.

Analyze the whiny child's conduct, determine cause and decide what can be done for him.

Report on results of changed tactics in living with or caring for children.

References:

Home Economics Omnibus: Harris, Huston; pages 353-358.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; page 613.

Home Living: Justin, Rust; pages 534-537, 550-575.

Care and Training of Children: Goodspeed, Johnson; pages 195-208.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 214-218.

Problem II. How can I entertain children when they are left in my care?

Activities:

Analyze stories for children of different ages.

Select and practice telling stories to group.

Make a list of toys and games suitable for children of differen ages.

Plan party for children at school.

Care for child in a home for afternoon or evening and repor on the experience.

References:

Home Economics Omnibus: Harris, Huston; pages 362-37 381-385.

The Family and Its Relationships: Groves, Skinner, Swenson pages 219-222.

Care and Training of Children: Goodspeed, Johnson; pages 175-194.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 397-398.

UNIT: CANNING AND PRESERVING

Objectives: To develop ability to use the methods for canning in the home that will insure successful preservation of fruits, vegetables, meats, pickles, and relishes.

To determine which is most expedient: to can foods in glass or in tin or prepare it for canning by the local cannery.

To develop ability to make jellies, jams, preserves, marmalades, and conserves of standard quality.

To develop right attitudes toward canning as a home problem and understanding how it contributes to the family's income, health, and happiness.

Evidences of Pupil Growth: The pupil should understand that

there is pleasure in knowing how to combine art and science when canning and preserving.

canning well-planned and skillfully done makes work easy, contributes to family's income, health, pleasure, and simplifies winter meal preparation.

carelessness never pays and is very expensive when canning and preserving foods.

the difference in quality between foods properly selected and packed and those not properly selected and packed.

cleanliness of equipment and self while canning is a requisite to success.

The pupil should be able to

explain the principles involved in the preservation of foods.

select the correct method to use in canning fruits, vegetables, meats, pickles, and relishes.

select and prepare the food for canning.

decide whether it "pays" to pack fruits and vegetables in patterns.

can fruits, vegetables, meats, pickles, and relishes properly.

use wash boiler, pressure cooker, and oven for processing foods.

select and prepare fruits and vegetables for drying.

make a standard jelly and preserve.

recognize the difference between jam, marmalade, preserves, and conserves.

make jam, marmalade, preserves, or conserves of standard quality.

select equipment for use in drying foods.

plan for storage of vegetables by burying them in the ground.

explain how foods are frozen and the merits of this commercial means of preserving foods.

The pupil should show an attitude of
willingness to share in work at school and home in canning season.
interest in working toward "A" products.
interest in and appreciation of the work of others.
willingness to cooperate with members of the group.

Problem I. How are fruits canned successfully in the home and which method will I find most satisfactory to use?

Activities:

Study displays of canned fruits.
Set up standards for canned fruit.
Observe demonstration of selection and preparation of fruit.
Observe demonstration of preparation of jars and canning fruit.
Select, prepare, and can fruits.
Judge products.
Compare cost of commercial and home-canned fruits.
Decide on method preferred in canning fruit.

References:

Foods: Justin, Rust, Vail; pages 447-483.
Canning Fruits and Vegetables at Home: Stanley, Louise; pages 1-7, 9-15, 18.
Home Economics Omnibus: Harris and Huston, pages 159-161, 536-37.
The Ball Blue Book: Education Department, Ball Bros. Co.; pages 4-7.
Foods and Homemaking: Greer; pages 511-522.
Pennsylvania State College circular 124; pages 1-7, 12.

Problem II. How are vegetables canned successfully in the home and which method should I use in canning our vegetables?

Activities:

Study display of canned vegetables.
Set up standards for canned vegetables.
Observe demonstration of selection and preparation of vegetables.
Observe demonstration of canning vegetables.
Select, prepare, and can vegetables.
Judge products.
Compare cost of commercial and home-canned vegetables.
Compare pressure cookers and water baths for use in canning.

References:

Foods: Justin, Rust, Vail; pages 447-483.
Canning Fruits and Vegetables at Home: Stanley, Louise; pages 15, 20-22.
Home Economics Omnibus: Harris and Huston; pages 159-61, 538-39.

The Ball Blue Book: Education Department, Ball Bros. Co.; pages 4-8, 10-11.
Foods and Homemaking: Greer; pages 523-529.
Pennsylvania State College circular 124; pages 1-6; 8-12.

Problem III. How can I make perfect jelly, jam, preserves, marmalade, and conserves?

Activities:

Observe demonstration of pectin test.
Observe demonstration of making jelly, preserves, marmalade, jam, and conserves.
Set standards for jelly, preserves, marmalade, conserves, and jam.
Make jelly.
Make preserves, marmalade, conserves, and jam.
Judge products.

References:

Foods: Justin, Rust, Vail; pages 488-504.
Foods and Homemaking: Greer; pages 532-540.
The Ball Blue Book: Education Department, Ball Bros Co.; pages 31-42.

Problem IV. How can I make attractive and tasty pickles and relishes?

Activities:

Study pictures or displays of pickles and relishes.
Set standards.
Participate in discussion of kinds of pickles and relishes.
Observe demonstration of selection of cucumbers for pickling.
Observe demonstration of preparation of packing of whole cucumbers for pickling.
Select, prepare, and pickle cucumbers whole.
Select relish desired, plan needs, and make relish.
Judge products.
Compare cost of commercial and homemade products.

References:

Foods: Justin, Rust, Vail; pages 483-488.
The Ball Blue Book: Education Department, Ball Bros. Co.; pages 43-51.

Problem V. How are the methods of preserving meats different from those in preserving other foods?

Activities:

Analyze meats preserved by frying, roasting, and packing with lard and hot-pack methods.
Observe demonstration of preparation of fowl, pork, and beef for canning.
Preserve meats by hot-pack and crock methods.
Judge products.

Study food market prices of past year.
Determine time of year to can fowls.
Determine advisability of preserving a sufficient quantity of meat to supply the family needs.

References:

Foods: Justin, Rust, Vail; pages 447-483, 510-515.
Home Economics Omnibus; pages 159-61, 540.
The Ball Blue Book; Education Department, Ball Bros. Co.; pages 4-8, 11.
Pennsylvania State College Circular 124; pages 3, 9, 12, 14-16.

Problem VI. How can I dry fruits and vegetables satisfactorily?

Activities:

Study display of dried fruits and vegetables.
Set standards.
Study equipment used in drying foods.
Select equipment that meets own needs.
Dry some fruit or vegetables.
Judge products.

References:

Foods: Justin, Rust, Vail; pages 504-510.
Foods and Homemaking: Greer; page 530.

UNIT: THE ATTRACTIVE AND CONVENIENT BEDROOM

Objectives: To awaken and satisfy the desire for a homelike, attractive, and convenient bedroom through use of things on hand or with additions or changes at minimum expense.

Evidences of Pupil Growth: The pupil should understand that

as a member of the family she should assume the responsibility for having her bedroom clean and attractive at all times.
caring for and having an attractive bedroom bring pleasure and satisfaction to self and other members of the family.
money does not count so much as good taste in making a room attractive.
ingenuity and cleverness along with good taste will insure an attractive and convenient bedroom.

The pupil should be able to

arrange articles on bureau, stand, desk, or table correctly.
arrange bedroom furniture correctly and conveniently.
hang curtains and pictures correctly.
analyze own needs to make the room more convenient and care for storage needs.
make (or if not permitted, at least plan for) needed con-

veniences (shoe rack or bag, clothes closet, hangers, shoe trees, sectioned boxes for stockings and small articles, hat stands, etc.)
recognize pleasing color harmonies.
select colors for own room to satisfy desires and still not be out of harmony with the rest of house.
refinish furniture or wood work; paint or varnish.
recognize lines in furniture so that when adding pieces they can be selected to assure pleasing effect.
select only those things for the room which add to its attractiveness.

The pupil should show an attitude of
willingness to cooperate with class in assembling illustrative materials.
willingness to care for own room.
desire to have bedroom attractive at all times.
desire to have bedroom convenient and help others in the home to have similar conveniences.
being happy in using materials on hand.

Problem I. What makes a bedroom attractive?

Activities:

Study pictures of bedrooms.
Analyze pictures.
Study wall papers.
Study wood finishes.
Study selected curtain materials.
Assemble samples of paper, curtain material, and color for woodwork for own room.
Hang curtains different styles and select style to meet own needs.
Analyze various furniture arrangements in a bedroom.
Study drawings of floor plans without and with furniture placed.
Draw own bedroom to scale with furniture placed.
Analyze arrangement and rearrange if necessary for attractiveness or convenience.
Observe effect of pictures hung in various ways.
Decide on way pictures should be hung.
Participate in review of caring for the bedroom.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 260-310.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 268-276.
Home Economics Omnibus: Harris, Huston; pages 279-282.

Problem II. How can I refinish furniture or woodwork?

Activities:

Observe demonstration of removing paint and varnish.
Study brushes available in local stores.

Study brushes used by local painters.
Study labels on cans of paint.
Observe demonstration of application of paint.
Study labels on cans of varnish and shellac.
Observe demonstration of application of varnish and shellac.
Analyze own needs and decide which finish is desirable.
Refinish piece of furniture or finish an unfinished piece.

References:

Housewifery: Balderston; pages 289-294.
First-Aid for the Ailing House: Whitman; pages 118, 119, 129, 130, 132, 136, 137, 180, 181, 184, 233, 249, 251.

Problem III. What can I do to make my bedroom more convenient?

Activities:

Study uses of bedroom.
Study pictures of well-equipped bedrooms.
Analyze own needs and plan how these can be met.
Make needed conveniences (clothes closet; shoe bag, box, or rack; box for storing "extras"; hat box; compartments for storage of things in drawers).

References:

Your Home and Family: Graves, Ott; page 125.
Selected magazines.

UNIT: SHOPPING FOR CLOTHES

Objectives: To gain a knowledge of materials and construction in order to be able to select the best for the money spent for clothes, shoes, hose, foundation garments.

To gain a knowledge of and appreciation for the problems of production and distribution so as to be able to judge fairly as to the values offered and to understand the relation between salespeople and customer.

Evidences of Pupil Growth: The pupil should understand that

knowledge of problems involved in production and sales of clothing brings understanding and therefore makes the relationship more pleasant between customer and salesperson.

satisfaction is the reward of intelligent shopping.

showy garments and accessories never contribute to lasting satisfaction.

clothing needs are but one phase of a family's needs and that greatest satisfaction comes to every member of the family when each keeps within his own allowance.

The pupil should be able to

plan a suitable wardrobe within allowance.

discriminate between fads, fashions, and styles in clothing.

plan ahead in order to know needs before beginning shopping.

recognize, test, and ask such questions as will enable her to select materials that will be serviceable and meet her own needs.

judge construction and workmanship of dresses, coats, underwear, and foundation garments.

judge hosiery that will wear well by checking construction, gauge, reinforcements, elasticity.

select shoes that fit well, wear well, and contribute to one's health.

The pupil should show an attitude of

interest in the study textiles in order to become an intelligent shopper.

wanting to spend money wisely.

feeling justly proud of good purchases.

consideration of salespeople.

interest in making purchases on the basis of needs, fitness, and attractiveness.

interest in learning to make decisions unemotionally.

Problem I. What do I need to consider when adding to my wardrobe?

Activities:

Analyze needs for clothing.

Assemble garments a secondary school girl wears by borrowing from girls and stores.
Study heterogenous collection and analyze wardrobe from point of being well-dressed.
Determine needs to make a desirable wardrobe out of the assembled one.
Take inventory of own wardrobe and determine needs.
Determine share of income allowed for clothes.
Determine own needs and make plans for meeting them.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 185-197.
Clothing: Friend, Shultz; pages 257-279.
Clothing for the High School Girl: Baldt, Harkness; pages 94 102.
Clothing Budgets: Filene and Sons.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; Pages 67-68.
Textiles and Clothing: Sage, pages 280-313.

Problem 11. What do I, as an intelligent and sympathetic shopper, owe textile workers, shop keepers, and sales people?

Activities:

Participate in discussion of reference reading.
Add incidents of personal experience that illustrate need foı understanding problem.
Set up standards of conduct to be observed toward salespeople
Set up methods to be followed when shopping.

References:

Textiles and Clothing: Sage, pages 280-313.

Problem III. How can I be sure of selecting satisfactory ready made garments?

Activities:

Compare garments of various prices and qualities.
Analyze points of wear and construction.
Analyze materials for warmth and service.
Observe demonstration of tests for real and imitation furs.
Review points to be considered in selecting materials, color lines (Unit: The Well-Dressed Person).
Compare values and prices of garments.
Study ads and sales dodgers over period of a season.
Analyze cleaning problems and determine ultimate cost.
Analyze possibilities of remodeling garment.
Participate in judging contests of coats and dresses.

References:

Fundamentals of Home Economics: Jensen, Jensen, Zille pages 65-67.
Clothing: Friend, Shultz; pages 121-175.
Textiles and Clothing: Sage; pages 165-180.
Textile Fibers, Yarns and Fabrics: Bray, pages 189-194.

Problem IV. How can I be sure of selecting satisfactory undergarments and foundation garments?

Activities:

Compare garments of different materials, styles, and finishes.
Compare prices and expected wear.
Observe demonstration of effect on figure of foundation garments (silhouette, slides, or pictures).
Set standards for guides in judging materials, construction, finishes, and workmanship.
Participate in judging contests of undergarments.

References:

From Thimble to Gown: Van Gilder; pages 255-261.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; page 61.

Problem V. How can I be sure of getting the best kind of hosiery?

Activities:

Visit hosiery mill, if possible.
Study different styles of hosiery.
Study different weights of hosiery.
Analyze hosiery requirements and check samples for meeting them.
Analyze individual requirements.
Observe demonstration of effect of shoes on hose.
Observe demonstration of effect of toe nails on hose.
Observe demonstration or report effect of laundering hose.
Keep record of wearing, care, and condition of hose from time of purchase to the rag-bag stage.

References:

Clothing: Friend, Shultz; pages 262-266.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 63-65.
The Hose We Buy and Wear: Rosamond Cook.

UNIT: IT'S NEW: IT'S OLD

Objectives: To develop abilities to evaluate a garment (worn, out-dated, or hand-me-down) as to its possible worth as a remodeled one.

To develop abilities to use a master pattern as a foundation for variety in lines and styles.

To develop abilities to use sewing machine attachments to save time and energy in making some types of garments and articles.

Evidences of Pupil Growth: The pupil should understand that

a garment made over can be just as attractive and may be as serviceable as a new one.

good workmanship on made-overs adds much to the appearance of the garment.

often more ingenuity is displayed in using hand-me-downs than in using new materials.

pleasure and satisfaction may be derived from using worn garments and helping extend the family income.

while clothing is not as important as character, becoming clothes contribute to one's comfort and poise and to the pleasure of others.

The pupil should be able to

decide whether it will "pay" to renovate a garment.

decide whether a garment should be made over for herself, for others, or used for something other than a garment.

decide how a garment, out of date or too large or too small, can be changed to fit her own needs or some one else's wardrobe.

make changes in a master pattern to realize the lines desired in the new garment (as change of neck line, front opening, full sleeve, plaits or tucks added, skirt gored).

select materials and trimmings to harmonize with garment.

bind, shirr, ruffle, gather, hem (narrow), tuck by using sewing machine attachments.

sew neatly and evenly.

select becoming colors for garments to be remade and change unbecoming colors by dyeing to desired color.

The pupil should show an attitude of

willingness to keep clothing budget to minimum to help with family financial problems.

desire to try to make worthwhile old garments into something useful and attractive.

willingness to make an effort to transform an unbecoming garment into one that is attractive.

Problem I. How can I determine whether it will pay me to make over a worn or "hand-me-down" garment?

Activities:

Review and apply tests for determining wearing qualities of material.

Determine whether material still has sufficient strength for expected wear.

Analyze own clothing needs.

Study prevailing styles.

Analyze possibilities presented in discarded garment.

Determine best way to solve the problem of the used garment.

Compute cost in time and money remaking a garment will involve and prove whether it will pay or not to remake or renovate garment.

Review principles of dyeing (Related art).

Make plans for using garment.

References:

From Thimble to Gown: Van Gilder; pages 266-268.
Dyeing, Remodeling, Budgets: Women's Institute of Domestic Arts and Sciences; pages 39-46.
The Sewing Book; Hyde; pages 310-317, 321-323.
Clothing for the High School Girl: Baldt and Harkness; pages 382-388.
Home Economics Omnibus: Harris, Huston; pages 256-258.
Fashion Books.

Problem II. How can I make a number of styles from the same dress pattern?

Activities:

Select master pattern.
Observe demonstrations of
making cowl neck lines.
making square, v, oval necklines.
adding plaits, gathers, tucks.
making double-breasted and surplice front.
wrap-around, gored, plaited skirt.
changing sleeves to meet prevailing style.
Select style needed and use master pattern to cut blouse, skirt, or dress (new or old).
Make garment.
Score same.

References:

Clothing for the High School Girl: Baldt, Harkness; pages 163-165.
Clothing for Women: Baldt; pages 103, 124, 125, 127, 129, 131.

Problem III. How can I use sewing machine attachments successfully?

Activities:

Study garments and articles made by using attachments to make tucks, hems, ruffles, shirring, and sewing on binding.
Observe demonstration of how to place attachments on machine and use them. (Singer sewing machine demonstrator.)
Practice using attachments.
Determine practicability of each attachment.
Select garment or article needed or desired for gift.
Make garment or article using attachment.
Judge workmanship.

References:

Singer Sewing Machine Booklets.

UNIT: FIRST AID

Objectives: To develop ability to meet emergencies involving accidents that are more or less common in one's life in such a way as to relieve suffering, prevent infection, or loss of blood or life by applying correct first aid treatment.

To prevent accidents in the home by study of causes and preventive measures and doing something definite about it.

Evidences of Pupil Growth: The pupil should understand that

cleanliness, specific and accurate acknowledge, and proper treatment may save a life.

half-way steps in first aid are often very serious.

as a member of the group and of a family the pupil has a responsibility to them in helping prevent accidents.

The pupil should be able to

apply a bandage correctly to finger, hand, wrist, arm, toe, foot, leg, knee, or any part of body needing protection from dirt.

recognize whether vein or artery has been cut when wound is inflicted.

apply correct remedy to burn made by dry heat or moist heat.

check nose bleed.

know whether foreign matter in eye and ear is case for doctor or whether one less experienced can safely remove it.

remove foreign matter from eye and ear when no danger to eye or ear is envolved.

apply packs and strap sprained ankle, wrist, or knee.

treat a bruise to avoid blood clotting and disfigurement.

take care of a person who has fainted.

know how, when a person has fallen down steps, to avoid twisting backbone or severing the cord.

care for broken arm or leg, making patient as comfortable as possible until doctor comes.

administer proper antidote for poisoning from swallowing carbolic acid, iodine, mercury, or eating matches or poisoned food.

select first aid equipment needed in every home.

provide storage for first aid equipment in proper places in the home.

The pupil should show an attitude of

sympathy toward suffering and willingness to help relieve it without whimpering or hauteur.

desire to help diminish accidents by being careful and doing something about the causes of home accidents, accidents on the highways, and public places.

desire to be skilled in the application of bandages and first aid treatments.

eagerness to learn and keep informed on new discoveries.

desire to learn to control one's emotions sufficiently to ac promptly and efficiently to relieve suffering.

Problem I. What accidents are likely to occur in and about th home and how should we plan to avoid them?

Activities:

Report own experiences or observation of home accidents.

Group according to causes.
Observe demonstration by local fire chief (or teacher) on common causes of fires in the home and recommended safety provisions.
Study local, county, and State list of deaths due to accidents.
Make list of causes of accidents and necessary prophylactic measures.
Check own home and plan to care for any revealed "traps".

Problem II. How can I meet common emergencies requiring first aid treatment?

Activities:

Observe demonstration of caring for
nose bleed.
foreign matter in eye, ear.
burn—slight, severe.
bites—bee, hornet, wasp, snake.
sprained ankle, wrist, knee.
cut (vein or artery)—finger, wrist, arm, leg, face.
bruise.
fainting.
collapse through shock.
poisoning—carbolic acid, matches, ptomaine, iodine, mercury.
broken arm, leg, back, neck.
Practice above until capable of responding correctly without referring to notes.

References:

Home Economics Omnibus: Harris, Huston; pages 400-401.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 379-384.
Home Living: Justin, Rust; pages 433-445.
Your Home and Family: Graves, Ott; pages 308-310.
Home Nursing: MacDonald; pages 96-109, 150-158, 170-189.
A Hand Book of First Aid: Bauer and Black; pages 9-71.
Home Care of the Sick: Selbert; pages 130-137.
First Aid Textbook: The American Red Cross.

Problem III. What first aid material should we have in our home, and where and how should it be stored?

Activities:

Compare suggested lists of first aid material for the home.
Study types of containers suitable to hold materials.
Study possible storage arrangements.
Analyze needs of home and family and list of materials needed as well as plan to store equipment so it is conveniently placed.

References:

Home Nursing: MacDonald; page 169.
A Handbook of First Aid: Bauer and Black; pages 114-115.

UNIT: HOME NURSING

Objectives: To develop ability in the care of children and adults ill from some organic cause or suffering from croup, bronchitis, earache, or convulsions.

To develop appreciation of the need for following the doctor's directions in the care of all sick and for never attempting to diagnose or prescribe for a patient ill from some organic disturbance or contagious or infectious disease.

Evidences of Pupil Growth: The pupil should understand that

as a member of a family she has a responsibility for keeping well herself, assisting with the care of those who are ill and assuming the full responsibility cheerfully and efficiently.

satisfaction attends serving those who are bedfast.

the recovery as well as the comfort of the patient very often depend upon the direction of the physician, and his orders should always be followed.

the patient's convalescence requires both rest and entertainment, and the good home nurse knows how to provide both.

The pupil should be able to

make a patient comfortable in bed while lying, reclining, or sitting.

change bed linen with patient in bed.

keep room neat, tidy, clean, well ventilated, without disturbing or annoying the patient or exposing him to a draft.

bathe a patient in bed.

give an enema.

feed a patient.

serve an attractive tray, arranging food conveniently for patient.

entertain patients of various ages from young child to old age.

select type of entertainment suitable for patients of various ages.

care at the direction of a physician for a patient suffering from a contagious or infectious disease.

select materials for a home-medicine cabinet.

make a cabinet or provision for proper storage of materials needed in every home for emergency uses.

The pupil should show an attitude of

interest in doing her best.

willingness to try doing the fundamental tasks attendant to nursing.

willingness to assume her share of the plans, work, and activities of the unit.

interest in doing more for others.

Problem I. How can I make a patient comfortable in bed?

Activities:

Observe demonstration of making bed with patient in it.
Observe demonstration of placing pillows for a patient in a reclining, half-reclining, or sitting position.
Study homemade appliances to raise patient to sitting position, avoid slipping, and to keep covers from touching body.
Observe demonstration of serving food to patient; able and not able to help himself.
Practise arranging pillows.
Study methods of properly ventilating and cleaning the room.
Observe demonstration of massaging and giving alcohol rub.

References:

Home Care of the Sick: Selbert; pages 25-43, 52-59, 74-79.
Home Nursing: MacDonald; pages 21-49.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 387-388.
Your Home and Family: Graves, Ott; pages 304-305, 307.
Improvised Equipment in Home Care of Sick: Olson; pages 17-109.
Home Living: Justin, Rust; pages 381-404.

Problem II. How is a bath given to a sick person in bed?

Activities:

Observe demonstration of bathing patient in bed.
Practise bathing patient in bed.
Participate in discussion of other personal care, combing hair, caring for nails.

References:

Home Care of the Sick: Selbert; pages 60-73.
Home Nursing: MacDonald; pages 49-54.
Your Home and Family: Graves, Ott; pages 303-304.

Problem III. What should I serve a sick person and how can I plan for enjoyment of the food?

Activities:

Study food charts for the sick.
Observe demonstration of preparation of fruitnog, beef tea, tray for patient on soft diet, semi-solid diet, and solid-diet.
Prepare tray and arrange serving.
Prepare list of needed and desirable equipment for serving liquids and other foods to the sick.

References:

Home Care of the Sick: Selbert; pages 80-90.
Home Nursing: MacDonald; pages 58-75.
Home Economics Omnibus: Harris, Huston; pages 404-405.
Home Living: Justin, Rust; pages 405-412.

Problem IV. How can I give an enema?

Activities:

Study appliance for giving enema.

Observe preparation of enema of soap and water or olive oil.
Observe demonstration of giving an enema and use of bed pan.

References:

Home Living: Justin, Rust; pages 424-425.
Home Nursing: MacDonald; pages 87-93.

Problem V. When do patients need entertainment and what forms are desirable?

Activities:

Analyze needs of persons of different ages ill from different causes.
Groups plan entertainment of convalescent in bed:
child 4 years old recovering from mumps.
boy 7 years old recovering from scarlet fever.
girl 7 years old recovering from scarlet fever.
boy own age recovering from grippe.
girl own age recovering from grippe.
adult recovering from surgical operation.
Entertain or send form of entertainment to a convalescent in bed, out of bed, or a bed- or chair-ridden child or adult and report results to class.

References:

Home Nursing: MacDonald; pages 133, 135.

Problem VI. What could I do for one suffering with convulsions: croup; earache; bronchitis; and colds?

Activities:

Study symptoms.
Observe demonstration of treatment.
Assemble helpful leaflets, booklets, etc., and arrange convenient filing for home use.

References:

Home Nursing: MacDonald; pages 105-107, 121, 122, 137, 194, 195, 206, 207.

Problem VII. What differences need to be observed in the care of those afflicted with contagious or infectious diseases and those suffering from organic disturbances?

Activities:

Participate in discussion of topics in class with work correlated with general science or Problems of Democracy and have local doctor or nurse answer questions.

References:

Home Care of the Sick: Selbert; pages 126-129.
Home Living: Justin, Rust; pages 353-372.

Problem VIII. What should our home medicine cabinet contain?

Activities:

Study suggested lists of contents for home medicine cabinet.
Analyze home needs.

Make list of needed and desirable things for cabinet. (cf. problem III of Unit: First Aid)

Plan to make or buy cabinet and equip for home use or school use.

References:

Home Living: Justin, Rust; pages 416-423.
Home Care of the Sick: Selbert; pages 119-121.
Home Economics Omnibus: Harris, Huston; pages 399, 400.

UNIT: TO MARKET

Objectives: To develop an ability to buy foods wisely, getting the most for one's money and with the least possible expenditure of time and energy.

Evidences of Pupil Growth: The pupil should understand that

- to study market values and buy wisely are marks of intelligence.
- to buy wisely brings satisfaction to purchaser and family.
- the shop keeper carries products that his trade demands and would be glad to change if customers desire other brands.
- the power for health and sanitation lies in the buyers' hands.

The pupil should be able to

- recognize size of cans and quantity they hold.
- interpret the available information on labels to select the best offered.
- recognize filled and partly filled cans.
- recognize cans that contain spoiled foods and cans bulged because of air content.
- determine whether to buy loose or packaged foods.
- select fresh meats, fish, poultry, fruits, and to know when prices are fair.
- convert weight to measure and vice versa of foods found advertised contrary to usual method of purchase.
- recognize sales of real value as over against those worded to attract but not to give information.

The pupil should show an attitude of

- enjoying running errands to the food market.
- desiring to study factors of marketing to get the most for money spent.
- becoming interested in market reports and discussing them during and after the unit.

roblem I. How can I be sure of getting the best values possible when I buy canned foods?

Activities:

Study labels.

Determine quantities contained in various sizes of cans found in market.

Compare prices of same food products in different sized cans.
Compare prices and products of similar food products carried by same companies and those carried by different companies.
Study packing.
Study containers: shape, false bottoms, reduced capacity due to make of bottle, glass or jar, etc.

References:

Foods and Homemaking: Greer; pages 242-245.
A Girl's Problems in Home Economics: Trilling, Williams, Reeves page 526.
The Family's Food: Lanman, McKay, Zuill; pages 326-331.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 162-163.
Foods: Justin, Rust, Vail; pages 440-446.

Problem II. Which is cheaper for me to buy, loose or packaged foods?

Activities:

Compare price, quality and condition of foods available in package and loose.
List foods found in your local market which you would buy loose and those packaged.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 527-528.
The Family's Food: Lanman, McKay, Zuill; pages 310, 324-326.
Foods: Justin, Rust, Vail; pages 388-395.

Problem III. How can I be sure of getting good quality meat?

Activities:

Visit local butcher and observe demonstration of cutting animal; of tests he uses to tell quality of beef, veal, pork, (lamb, if community market handles it).
Prove ability to select good meats—(local market and by test).

References:

Foods and Homemaking: Greer; pages 349-358, 380, 381, 384.
A Girl's Problems in Home Economics: Trilling, Williams Reeves; pages 541-544.
The Family's Food: Lanman, McKay, Zuill; pages 311-323.
Foods: Justin, Rust, Vail; pages 429-440.

Problem IV. How can I select fowls that will be tender and of good flavor?

Activities:

Observe demonstration (F.F.A. Students) of how to select a bird live or dressed using chicken, turkey, or guinea.
Practise selection at local market or home of local man.

References:

The Family's Food: Lanman, McKay, Zuill; pages 323, 324.
Foods: Justin, Rust, Vail; pages 424-429.

Problem V. How can I be sure of getting the best value possible when buying fresh fruits and vegetables?

Activities:

Observe demonstration of testing for freshness and proper maturity of vegetables and fruits most frequently bought locally.

Compare price of fresh and canned and dried vegetables and fruit, and determine, in view of food values and cost, the cheapest product.

Buy equal quantity of different sized prunes and compare cost of edible portion.

Determine size of prunes wisest to buy.

Compare quantity of orange juice yield from different sizes of oranges from California and Florida.

Determine size and variety wise to purchase.

References:

Foods and Homemaking: Greer; pages 8-18, 273-284.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 535-538.

The Family's Food: Lanman, McKay, Zuill; pages 300-308.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 163, 164.

Foods: Justin, Rust, Vail: pages 395-408.

Problem VI. How is it possible to reduce cost of market purchases?

Activities:

Compare market prices of staples in small and in large quantities month by month.

Determine best time to buy sugar.

Study sales dodgers.

Study plans for cooperative buying.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 525, 529.

Foods: Justin, Rust, Vail; pages 371-376.

Problem VII. What problems of production and marketing exist and how can I become an intelligent and appreciative buyer?

Activities:

Correlate with civics class in discussion of worker's problems, factory conditions, wages and hours; State and National food laws.

Visit local or nearby cannery.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 529-531.

Foods: Justin, Rust, Vail; pages 368-375.

UNIT: OUR MEALS AT HOME

Objectives: To direct the planning and serving of meals so that this phase of homemaking will become a major and not incidental problem; that it will be recognized as a problem requiring scientific knowledge of foods and cookery and an understanding of the psychological effect of the appearance and combination of foods on the individual in order to provide well-balanced foods to meet the needs of the family; that the need for planning meals ahead and scheduling work is essential to save time, energy, and money.

Evidences of Pupil Growth: The pupil should understand that

- to plan balanced meals within a limited amount and serve them attractively is proof of mastery of food knowledge and skills that brings pleasure and satisfaction to self and family.
- plans well thought out will be worth the time spent through saving steps, energy, worry, and disappointments.
- to be able to serve meals attractively and on time indicates good management and poise.
- pleasure may be derived from assuming the preparation and serving of meals in one's home.
- the conveniently arranged equipment in the kitchen, adequate and convenient storage, and comfortable and attractive dining facilities contribute to lighten one's work, and also to mental and physical well-being.
- self-confidence and assurance will be developed through practice and with it a sense of adequacy in preparing meals and being hostess.
- to serve guest meals successfully, everyday meals must be well planned, attractive, and well served, and good table manners must be observed.

The pupil should be able to

- prepare fruits, vegetables, meats, bacon, eggs, cereals, and milk dishes correctly. (Unit: Our Daily Bread.)
- set table and serve meal correctly. (Unit: Our Daily Bread.)
- make quick breads of standard quality.
- make attractive, economical salads.
- clean fish and fowls.
- prepare fish and fowls correctly.
- make cakes, cookies, pies, and other desserts of "A" grade.
- explain the causes of failures in baking and how to avoid them.
- judge a recipe as to good proportions, cost, number of services, time for preparation.
- make proper substitutes in changing well-balanced menus
- plan a work schedule based on knowledge of time required in the preparation and cooking of the most frequently used foods.

plan well-balanced, attractive meals with unlimited and limited allowances.
prepare and serve regular meals in the home on time.
prepare and serve meals to celebrate special occasions.
evaluate food fads.

The pupil should show an attitude of
interest in creating attractive, tasty, economical dishes.
willingness to share more of the responsibilities attendant to the family's meals.
willingness to cooperate happily with other members of the group, (family or school).

Problem I. How can I plan wholesome and satisfying meals for our family?

Activities:

Analyze menus that appear frequently at church suppers, the family breakfasts and dinners for recurrence of dishes, those that are likely to be there because of ease of preparation or other similar reasons.
Analyze menu agreed on by group as "satisfying."
Change menu to meet requirements of a well-balanced, attractive, economical meal showing possible substitutes.
Participate in discussion in planning meals for the family.
List factors to be considered in meal planning.
Plan menus for a day and decide on methods and procedures to follow in their preparation.
List knowledges and skills that are still needed to be learned.
Compute cost and compare with family allowance for a day's meals.
Make changes to meet or lower cost of day's allowance.
Review rules of table setting and serving of meals without and with waitress.

References:

Home Economics Omnibus: Harris, Huston; pages 39-47, 69-72, 102-106.
The Family's Food: Lanman, McKay, Zuill; pages 13-26, 30-37.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 112-114, 134-135, 158-159.
A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 548-551, 563-571.
Foods: Justin, Rust, Vail; pages 293-317.

Problem II. What "substantial" dishes are there that would add variety to our meals and how can I make them?

Activities:

Observe demonstration of salads that would likely appeal to family.
Observe demonstration of preparation of soufflés.
Plan and prepare lunch or supper using a salad and soufflé in the menu.

Analyze list of "one-dish-meals" for possible popularity in home and study problems presented in preparation.
Prepare "one-dish-meal".
Plan methods and procedure of work (include marketing) and determine cost per serving.
Participate in discussion on ways of developing a liking for new dishes.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 502-510.
The Family's Food: Lanman, McKay, Zuill; pages 125, 150-152, 357.
Foods: Justin, Rust, Vail; pages 129-131, 171-173.
Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 141, 143-147.
Home Economics Omnibus: Harris, Huston; pages 87-90, 504-505, 506-508.

Problem III. How should chicken and fish be prepared and served?

Activities:

Observe demonstration of killing and dressing a chicken for (a) roasting; (b) stewing or frying.
Observe demonstration of serving and eating chicken (fried, roasted or stewed).
Report on practice of dressing a fowl at home.
Observe demonstration of cleaning fish and baking it.
Observe demonstration of serving and eating fish.
Observe demonstration of preparing and serving oysters—panned, in soup, or fried.
Compete in contest of planning and serving inexpensive but balanced and attractive meal using chicken; using oysters.

Reference:

Foods and Homemaking: Greer; pages 392-411.
A Girl's Problem in Home Economics: Trilling, Williams, Reeves; pages 578-579.
The Family's Food: Lanman, McKay, Zuill; pages 206-210.
Home Economics Omnibus: Harris, Huston; pages 111-114; 495-499, 502-503.
Foods: Justin, Rust, Vail; pages 197-200, 428, 439.

Problem IV. When are quick breads served and how can I make good ones?

Activities:

Observe demonstration of action of baking powder, soda, cream of tartar, and soda in milk, water, sour milk.
Observe demonstration of mixing and baking muffins and biscuits.
Study tests for determining oven temperatures.
Set standards
Make muffins and biscuits.
Score products.

Observe demonstration of any other quick bread popular with group.

Participate in discussion and making of rules to be observed in making quick breads.

List reasons for failures.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 410-418.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 124-127, 147-150.

The Family's Food: Lanman, McKay, Zuill; pages 172-177.

The Home Economics Omnibus: Harris, Huston; pages 54-88; 482-83.

Foods: Justin, Rust, Vail; pages 252-261.

Problem V. What do I need to learn about baking cakes, cookies, and pies to insure success in making them?

Activities:

Analyze a homemade and baker's cake (butter cakes and sponge cakes).

Set up standards for cakes.

Observe demonstration of serving and eating cake.

Observe demonstration of mixing and baking a butter cake.

Observe demonstration of making boiled and butter icings.

Bake a butter cake; make boiled icing.

Score products.

Observe demonstration of mixing and baking a white sponge and yellow sponge cake.

Bake sponge cakes and score.

Set up standards for cookies.

Study recipes for rolled and dropped cookies.

Select and make both rolled and dropped cookies.

Score products.

Observe demonstration of mixing, rolling, and baking pastry shell and fruit pie.

Set up standards for pastry products.

Observe demonstration of serving and eating pie.

Participate in discussion of methods and procedures to be followed in baking cakes, cookies, and pies.

Summarize rules to be observed in mixing and baking these products.

List reasons for failures (mimeographed sheets).

References:

Home Economics Omnibus: Harris, Huston; pages 118-130.

Foods and Homemaking: Greer; pages 548-563, 321-325.

The Family's Food: Lanman, McKay, Zuill; pages 173, 180-187, 383-389.

Fundamentals in Home Economics: Jensen, Jensen, Ziller; pages 178-185.

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 514-516, 587-591.

Foods: Justin, Rust, Vail; pages 73-74, 270-287.

Problem VI. What determines the choice of desserts and how can I make attractive and tasty ones suitable for our family?

Activities:

Participate in compiling list of desserts.
Group desserts according to how they are served, hot or cold.
Check those that present new problems in preparation.
Observe demonstration of making gelatin and jello and serve them.
Set standards for gelatin and jello desserts.
Report on success of practice at home.
Observe demonstration of making steamed and baked puddings and serve them.
Set standards.
Report on success of making puddings at home.
Observe demonstration of making frozen desserts and serve them.
Participate in discussion of the place of each of the desserts in the day's meals.
Plan two meals for a day, selecting a dessert as key to the menu.
Score menus of group, using standards determined in first problem of unit.

References:

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 150-153, 176-185.
The Family's Food: Lanman, McKay, Zuill; pages 125-131, 153-157, 177, 180-187, 392-402.
Home Economics Omnibus: Harris, Huston; pages 90-96, 118-138, 508-533, 545.
Foods and Homemaking: Greer; pages 311-325, 338, 342, 439-446, 567-571.
A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 511-519.
Foods: Justin, Rust, Vail; pages 89-96, 224-229.

Problem VII. Serving "special occasion" meals.

Activities:

Analyze pictures of tables set for guest, holiday, and anniversary meals.
Analyze favors and determine which kinds to make.
Analyze menus.
List new problems.
Select favorite family dinner menu and change to one more festive.
Plan menus for all occasions of celebration in own family.
Score menus.
Select menu for group preparation.
Practice receiving and entertaining dinner guests.
Assist group in preparing and serving guest meal at school.
Prepare and serve "special" meal in home; report results.

References:

A Girl's Problems in Home Economics: Trilling, Williams, Reeves; pages 563-572.

Home Economics Omnibus: Harris, Huston; pages 143-152, 412-418, 421-441.

The Family's Food: Lanman, McKay, Zuill; pages 262-273.

Fundamentals of Home Economics: Jensen, Jensen, Ziller; pages 19, 20, 77-79, 132, 156, 157, 188, 392-402.

Magazines: Good Housekeeping; Ladies Home Journal; Woman's Home Companion; Delineator; McCalls.

UNIT: THE WELL-MANAGED HOME

Objectives: To develop a desire to manage in the most efficient way the problems of the home involving an expenditure of time, energy, and money, and to learn how this can be done to meet the standards set up by the family.

Evidences of Pupil Growth: The pupil should understand that

each member of the family has a responsibility toward helping with the housework, by assisting with routine tasks, and assuming care of his or her own personal things.

through cooperation, happier family relationships result.

the experience gained as a helper in the home is most valuable when full responsibilities are assumed.

there is dignity in labor in the home.

managing the home well is a job requiring the respect of others equal to that given managers of well-run industrial or commercial enterprises.

members of the family contribute to the total income by helping with or doing housework, caring for clothing and equipment, and avoiding waste of food.

planning ahead and buying wisely bring satisfaction to individual members of the family and the family itself.

The pupil should be able to

plan a work schedule that would be usable in her home and allow for leisure.

determine convenient ways of storing cleaning equipment, clothing, foods, playthings, kitchen equipment, household supplies, and thus save time and energy.

select and use the best laundering methods for cottons, linens, woolens, silks, rayons.

select, care for, and use properly cleaning equipment.

plan order of work in cleaning in order to save time and energy.

do odd repair jobs listed under Problem IV.

arrange work units for comfort, convenience, and efficiency.

determine what labor-saving devices would prove helpful in one's own home.

choose the best types of labor-saving devices available.

judge the advertisements and sales' talks for true values.

plan divisions of the family income to meet the standards of the family.
analyze family needs and apportion the income to meet these needs.
keep records and accounts.
interpret these afterwards to perfect the family's budget.

The pupil should show an attitude of
pride in helping with and in doing household tasks well.
willingness to try new methods of work.
desire to do things about the house.
willingness to sacrifice personal desires for group needs or plans.

Problem I. How does one recognize the differences in managemen of homes?

Activities:

Analyze pictures of homes illustrating yards planned and cared for, and others that are unkempt.

List activities women of community participate in at home an outside the home.

Study case of Mrs. White and Mrs. Black, each family of tw children, husbands same occupation. Mrs. Black is never fir ished with work. Mrs. White active in community affairs, ha leisure time, and entertains frequently and has attractiv home. Mrs. Black complains of outstanding bills and neve caught up. Mrs. White never talks about expenses. What ar likely some reasons for these differences?

Assisting with outlining subsequent problems of unit.

Problem II. When I have full charge of the housework of a hom how can I arrange my work so I will have som leisure and not be too tired to enjoy it.

Activities:

List duties of housekeeper: day, week, seasonal.

Study household schedules.

Select one most suitable to meet own needs and make ar changes necessary.

Take pre-test on common home duties to check on knowled of and abilities in housework, and determine needs of fu ther help.

Plan which duties should be worked on now and how the can be solved; plan which are matters for practise in ord to reduce time and to become more efficient.

Plan what tasks can be assumed in own home now by self a other children of the family.

Schedule tasks.

Plan schedule of work in own home for a weekend.

Carry out plan if possible.

References:

Home Economics Omnibus: Harris, Huston; pages 322-3 334-341.

Managing the Home: Wood, and others; pages 38-63.
Home Living: Justin, Rust; pages 240-249, 255-256.
The Girl and Her Home: Trilling, Nicholas; pages 60-70, 90-98, 105-122.

Problem III. How can laundering and general housework be done satisfactorily and easily?

Activities:

Observe and note effect of very hot, hot, and medium temperatures of water on white and colored cotton, silk, linen, wool, and rayons, (cellulose and acetate).

Make chart of temperature of water to be used for materials.

Observe and note effect of sun on samples of same materials.

Observe and note effect of cool, warm, hot, very hot iron on samples of same materials.

Make chart of heat of iron for all materials.

Observe demonstration of effect of soaking soiled white and soiled colored clothes in soapy water.

Determine when clothes, what clothes, how clothes should be soaked.

Observe demonstration of effect of common bleaching agents on common materials.

Observe demonstration of washing clothes in as many different style machines as are available.

Determine most efficient style.

Observe effect of blueing on clothes, using different brands.

Decide what kind of blueing to use and how to use it.

Observe demonstration of best way to hang clothes to dry.

Observe demonstration of making and using cold and hot commercial and homemade starches.

Decide on cheapest and best starch.

Observe demonstration of best way to iron straight articles and garments with sleeves, and folding them.

Practise and report results in washing and ironing, keeping record of time and methods used.

Observe demonstration of handling broom when sweeping.

Practise holding and sweeping with broom.

Observe demonstration of sweeping with Bissel and vaccuum sweepers.

Make chart showing advantages and disadvantages in using broom and sweepers.

Analyze results of dusting when using commonly used materials.

Discuss storage of cleaning material for convenience and safety.

Analyze storage needs in own home.

Make provision for proper care and placement of cleaning materials.

Discuss methods of sweeping, dusting, mopping, and tidying house as reported by members of group.

Determine method that seems most suited for each type of cleaning equipment.

Observe or participate in demonstration of any cleaning problems still unmet in previous work.

Clean the house (weekly cleaning) and report on changes in procedure and results obtained and time needed to perform tasks.

Participate in discussion of cleaning aluminum, enamel, iron, and silverware.

References:

Home Living: Justin, Rust; pages 197-237.

Your Home and Family: Graves, Ott; pages 117-151.

The Girl and Her Home: Trilling and Nicholas; pages 107-109.

Housekeeping Workbook, House Care and Cleaning; Balderston; pages 3, 7, 11-15, 37-40, 49-55.

Housewifery: Balderston; pages 240-272.

Problem IV. How can I do the "odd jobs" about our house?

Activities:

List those things about the house that get out of order and seem too insignificant to require the calling in of a mechanic.

Observe demonstration of and practice

replacing blown fuse.

repairing electric cord broken at connection in light plug.

repairing electric cord broken at connection in electric iron plug.

lengthening electric cord.

repairing a leaking faucet.

repairing window shade, roller, and curtain.

replacing window light.

replacing worn wick in oil stove.

repairing loose rounds in chairs.

repairing loose knobs.

rehanging rack or the like where screw or nail has pulled out.

repairing loose plaster.

sharpening knives.

turning off water, gas, electricity.

cleaning water tank.

repairing flushing tank.

References:

Housekeeping Workbook, House Care and Cleaning: Balderston; pages 75, 81.

Household Mechanics: Bedell, pages 5, 15, 20, 21, 23, 31, 32.

Mechanics of the Household: Keene; pages 88, 93, 103-105, 110-113.

First Aid to the Ailing House: Whitman; pages 167, 254, 255.

Problem V. How can I be sure the furniture and equipment in our home is conveniently arranged to save time and energy?

Activities:

Study kitchen arrangements.

Study storage and placement of kitchen equipment.

Using school kitchen arrangements, groups make study of time and steps involved in making a mock food and report findings.

Summarize studies.

Study possible ways of removing or converting undesirable wall spaces. Examples:—shelving or cupboard out of unused door; window flanked with cupboards; closing door space and using door for another opening more conveniently located.

Analyze storage needs of homes for

clothing, outdoor wraps, galoshes, callers' wraps, winter and summer storage.

playthings.

umbrellas.

table leaves.

bedding.

linen.

vegetables.

meats.

food supplies: staples and perishables.

books, stationery, magazines.

Study conventional and practical arrangements for storage and analyze home's needs.

Plan how these needs can be taken care of.

Carry out plan if approved by family.

References:

The Girl and Her Home: Trilling, Nicholas; pages 71-89.

Home Living: Justin, Rust; pages 250-255

The Home Economics Omnibus: Harris, Huston; pages 341-346.

Problem VI. What energy-saving devices for the home would it be wise to buy?

Activities:

List time- and energy-saving devices used in homes of girls and others known to be used in community.

Add other advertised labor-saving equipment.

Study structure, weight, efficiency, need of care, and possible replacement of labor-saving devices (irons, washing machines, mangles, vacuum and Bissell sweepers, electric beaters, pressure cookers, wire dish racks, potato parers, brushes, knives, thermometers, sponge mats, dust pans, stools, blocks for raising heights of working surfaces, can openers, etc., etc.,).

Make a study of time and energy used and saved in employing any of these devices.

Draw conclusions as to advisability of purchase of different types of equipment.

Study how purchases can be financed.

Decide on plan wisest to adopt.

References:

The Girl and Her Home: Trilling, Nicholas; pages 100-113.

Home Living: Justin, Rust; pages 181-186.

Housewifery: Balderston; pages 84-128.

Managing the Home: Wood, Lindquist, Studley; pages 185-202.

Problem VII. What factors need to be considered when deciding how the family income should be spent?

Activities:

List purchases of families of members of class.

Group these purchases and determine approximate expenditure for each group.

Analyze variances in kinds of purchases of different families.

Participate in discussion of family standards.

Set up standards for family.

Study budgets as planned for specific salaries and for different sizes of families.

Plan budget for own family.

Check budget with expenditures of past year (approximation will do).

Review summary of Units (a) Shopping for Clothes, (b) To Market, and Problem VI of this Unit.

Formulate guiding rules for wise expenditure of money for any purpose.

Participate in discussion of methods of saving and investment.

Draw conclusions from discussion.

References:

Home Living: Justin, Rust; pages 104-133.

The Girl and Her Home: Trilling, Nicholas; pages 125-135, 138-155, 176-186.

Managing the Home: Wood, Lindquist, Studley; pages 66-140.

The Home Economics Omnibus: Harris, Huston; pages 324-333.

UNIT: COMMENCEMENT CLOTHES

Objectives: To help solve the problem of having attractive, suitable, becoming, and economical clothes for commencement and its attendant activities.

Evidences of Pupil Growth: The pupil should understand that

- while commencement time is a very special occasion, it does not show good taste to be extravagantly dressed.
- clothes well selected for the occasion can be serviceable later.
- as a member of the class each one has a right to express her opinion as to the kind of clothes she would like but that each one also has the responsibility to the group in helping to plan so that every member may find it possible to have similar clothes.
- one gains in personality through cooperating happily with the group.

The pupil should be able to

- select garments or materials for commencement clothes and make them so that they will be becoming, attractive, suitable, and well-made.
- show improvement over previous sewing skills.
- master new skills.
- make needed garments or some of them and keep them within allowance.
- select suitable and attractive accessories.

The pupil should show an attitude of

- willingness to conform to the group's wishes in the selection of kinds of clothes to be worn and do so pleasantly.
- desiring to be dressed as neatly and attractively as possible.
- willingness to be able to economize and make some needed clothing.
- interest in making garments and contributing to the family income.

roblem I. What clothes will I need for commencement?

Activities:

- Participate in class discussion to determine functions of commencement week and kind of clothes needed.
- Take inventory of own wardrobe and determine needs.

roblem II. How can I have these clothes at a cost I can afford?

Activities:

- Assemble samples of suitable materials with prices and widths, ascertain whether material is pre-shrunk and colorfast.
- Study fashion plates.
- Study garments sent on approval from mail order houses, or take shopping tour.

Compare cost of ready-mades with cost if made in class.
Budget allowance for commencement clothes.
Plan how to meet clothing needs.

Problem III. Making some commencement clothes as needed.

Activities:

Make suit, dress, or undergarments as needed.

References:

Fashion Books.
Patterns.
Clothing for Women: Baldt; pages 32-41, 62, 186-188, 194-196, 500-512.

UNIT: THE FORTUNATE CHILD

Objectives: To learn the proper feeding, clothing, care, and guidance needed by the baby and young child in order to insure normal growth and development for the child, and happiness for him and his family.

To develop an appreciation of wholesome childhood and the responsibilities adults owe children.

Evidences of Pupil Growth

The pupil should understand that

adults have a responsibility to children in caring for them so that they may become healthy, normal children and adults.

science is still studying child problems, and that one must be open-minded, alert, and keen to recognize that which should be discarded and that which should be retained of present methods.

understanding and control of self is necessary before one can hope to be successful in educating children.

children learn first of all through imitation.

children learn best in a happy environment, and that adults must provide it for them.

love is not sufficient in educating a child; it must be supplemented with scientific knowledge and education.

abnormal children can sometimes be well-cared for in the home whereas in other cases it is kindness to place them in institutions properly equipped and with people prepared to give them the best care.

The pupil should be able to

select equipment for and prepare a baby for his bath.
give reasons for the methods used in bathing a baby.
select proper clothing for a baby and dress him.
select a layette and other needed things for an infant.
select a crib and fit it for the infant; and later for the young child.
recognize cries and determine causes.
plan and follow a schedule for caring for a baby for a day or longer.

weigh child and interpret gain or loss in terms of normal growth.

recognize signs of normal mental and physical growth.

understand food needs of child and, if necessary, be able to follow directions for preparing formulas.

understand child's emotional life and the need for proper ways of disciplining child so he will develop into a happy normal individual.

understand importance of habit in the individual's life and how to begin disciplining for the development of good habits in sleep, feeding, elimination, personal habits, play.

select suitable and desirable games, stories, books for children to the 'teen age.

entertain children for their joy and development.

The pupil should show an attitude of

eagerness to learn about children.

desiring to study about the development and care of children.

desiring to go further with this study.

willingness to "make-over" one's self if for the good of children.

desire to treat children with understanding.

Problem I. Why are some children more lovable than others and what factors enter into their lives to make them as they are?

Activities:

Participate in discussion of behavior of chronic cry-babies and those that have happy dispositions.

List as many causes for such behaviors as seem likely.

List things that irritate you.

Check those that would likely irritate children.

Review Problem I in the Unit; The Likeable Person, and show its relationship to this problem.

Participate in the discussion of the child's place in the home of yesterday and to-day.

Read to group: "The Children's Charter".

Contribute to making a list of "Children's Rights" for which the home is responsible.

Describe the Fortunate Child.

References:

The Girl and Her Home: Trilling, Nicholas; pages 269-275, 277-278, 286-287, Children's Charter.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 195-198.

Home Living: Justin, Rust; pages 453-455, 456-481.

The Care and Training of Children: Goodspeed, Johnson; pages 195-198.

Problem II. What do I need to learn about the physical growth of the infant and young child in order to provide the right environment for normal and harmonious growth?

Activities:

Observe demonstration of bathing and dressing two infants, one following methods and standards of 1900 and one following methods and standards of today.

Start card index file of points to be remembered and followed in the care and guidance of children by listing on cards (1) equipment for and methods of bathing infants, and (2) directions for dressing baby. Add to these throughout unit to complete file.

Practice bathing infant. If not possible, use large rubber doll for this.

Study borrowed layettes and note features that contribute to infants' comfort.

Study borrowed clothing for pre-school children and note self-help features.

Participate in the discussion of materials and designs most suitable for children's wear.

Determine cost of minimum requirements for layette.

Participate in the discussion of the effect on infants and children of clothes not laundered correctly.

Study for causes of death child mortality statistics for local, county, or State reports from 1890 to present time.

Compare the problems of the mothers of breast-fed and bottle-fed babies.

Observe the preparation of food for the bottle-fed.

Study needed equipment.

Determine minimum needs.

Study food charts for children from first month to sixth year.

Plan day's menu for child under six in your family or in the family of a friend.

Analyze the causes of finickiness of children toward foods and determine its relation to children's health.

Suggest methods to follow in developing good food habits.

Do comparative shopping for infant's and child's bed and bedding.

Help group make or select all the things needed for the comfort of infant and young child while sleeping (may be in miniature).

Demonstrate position of bed in room and method of ventilation.

Participate in discussion of sleeping outdoors.

List the things children of different ages do during the twenty-four hours.

Study schedules for infants and children.

Participate in discussion of value of schedules.

Participate in discussion of developing in children desirable personal habits, bathing, and body elimination.

Plan schedule for younger members of own family.

Study "helps" for children learning to do for themselves.
Analyze home needs, if any, and make or provide "helps" needed.
Help to set up an exhibit for parents on the clothing needs for children from infancy to and including school age.
Help to set up an exhibit of food needs.
Help to set up an exhibit of a day's schedule.

References:

Home Living: Justin, Rust; pages 504-520, 493-504, 484-492.
The Care and Training of Children: Goodspeed, Johnson; pages 17-78, 108-174, 209.
The Family and Its Relationships: Groves, Skinner, Swenson; pages 200-206.
The Girl and Her Home: Trilling, Nicholas; pages 232-248, 250-267.
Infant Care: Eliot, Martha.
Child from One to Six, His Care and Training: Murray, Eliot.
Home Economics Omnibus: Harris, Huston; pages 350-361, 362-364, 372-375.

roblem III. How can some of the behavior problems of young children be overcome or prevented through guidance and education in infancy and early childhood?

Activities:

Observe children at recess and report conduct in play.
Analyze the "crabby" old man or woman and determine possible causes for his or her oddities.
Trace, if possible, the cause of one's own "peculiarities" that hinder one from doing or appearing one's best.
Answer questions on page 193 in the *Girl and Her Home* by Trilling and Nicholas.
Participate in discussion of problems of behavior of children in familiar and common situations.
Read and analyze carefully pages 550-573 in *Home Living* by Justin and Rust.
Make a list of "do-s" and "don't-s" that should be followed in helping children develop into happy individuals.
Select a child who displays a wrong emotion or has developed a bad habit that will affect his relationship with others as he grows older and endeavor to help him overcome the emotion or habit (develop plan and have it approved by parents of child before starting).
Report results of effort.

References:

The Girl and Her Home: Trilling, Nicholas; pages 193-211, 252-255.
The Family and Its Relationships: Groves, Skinner, Swenson; pages 214-218.
Home Living: Justin, Rust; pages 534-537, 550-573.
Care and Training of Children: Goodspeed, Johnson; pages 195-198, 203-208.

Problem IV. What do I need to learn about the mental development of children in order to help contribute to its best development?

Activities:

Visit children in first, fourth, and eighth grades or in a rural school and observe teachers as they conduct the class work.

Report differences in methods followed by teachers.

Study play equipment for children of different age levels and determine what learnings develop from their use.

Compile a list of activities and learnings that children at different ages should be able to do and understand.

Read again with present problem in mind and analyze carefully pages 550-573 in *Home Living* by Justin and Rust.

Make a list of "do-s" and "don't-s" that should be followed now in the relationship with children, and another list for use later in helping them develop normally mentally.

Make some playthings.

References:

The Girl and Her Home: Trilling, Nicholas; pages 213-230.

Home Living: Justin, Rust; pages 525-534.

Care and Training of Childhood: Goodspeed, Johnson; 175-194, 198-203.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 207-213, 219-225.

Home Economics Omnibus: Harris, Huston; pages 365-372.

Problem V. What do I need to learn about the moral and spiritual nature of children in order to provide for its development?

Activities:

Analyze lives of Jane Addams, Daniel Poling, and Al Capone, and determine factors in their lives that have made them famous characters.

Compare the effects of their lives on others.

Determine value of educating in morals and spiritual life.

Participate in discussion of methods to be followed in developing a child's moral and spiritual nature.

References:

Home Living: Justin, Rust; pages 544-548.

Problem VI. What can I do to prevent illness in children?

Activities:

Ask local health officer, doctor, or county nurse to tell abou children's diseases, causes and preventive measures to follow

Add cards to file on preventive measures to observe in keepin children healthy.

References:

Child Care and Training: Goodspeed, Johnson; pages 80-85.

Infant Care: Eliot, Martha; pages 34-72.

Problem VII. What does the child receive from the community in which he lives?

Activities:

Make a list of abnormalities in individuals you have observed.

Participate in discussion of how the less fortunate are cared for.

Secure from problems of democracy or civics class bulletins of our State describing institutions in the State for caring for the handicapped.

Report on provisions the local, county, State, and National government have made for protecting children.

References:

The Girl and Her Home: Trilling, Nicholas; pages 279-285.

Home Living: Justin, Rust; pages 576-593.

UNIT: LOOKING FORWARD TO MARRIAGE

Objectives: To direct the thinking toward the problems one faces when considering marriage and thus enabling one to prepare for marriage and happy, successful married life.

Evidences of Pupil Growth: The pupil should understand that

one personality with lovely characteristics can not make a successful marriage.

each owes it to the other to weigh traits and characteristics that each has and should evaluate them in the light of living together for a long period of time.

marriage is a normal, desirable, and expected cycle in life, but that preparation for happy marriage is necessary to insure happy home and family life.

the need for considering personal health, home background, race, religion, interests, and tastes in recreation, is as important as attraction to one, in selecting a mate for happiness.

standards of living will depend largely on one's economic status.

such problems as standards, working of wife outside the home, income, parenthood need to be discussed and conclusions reached before entering into marriage.

marriage is a cooperative adventure, and each individual is responsible in planning and working for its success.

as an aid to successful married life the girl should have a knowledge of and skills in the management of the home and that it is her responsibility to prepare herself.

to help insure a successful marriage, both man and woman need a knowledge of homemaking and what is expected of each.

The pupil should be able to

diagnose own personality traits, to discover those which are desirable and those which need to be changed to insure happiness in marriage.

plan ways of overcoming undesirable traits.

The pupil should show an attitude of
- desiring to have a personality that stands the test of close friendship.
- willingness to change undesirable personality traits.
- desiring to protect her health and give up habits that adversely affect the health.

Problem I. What are the characteristics of an ideal marriage?

Activities:
- Compare the manner of choice of mate for marriage in Jacob's time, in China today, and in America of the Colonial period with those of today.
- Read and participate in a discussion of pages 159-162, 163-167 of Groves, Skinner, Swenson, *The Family and Its Relationships.*

References:
- The Family and Its Relationships: Groves, Skinner, Swenson; pages 159-168.

Problem II. What preparations do I need to make to be ready for marriage?

Activities:
- Analyze selected case studies of married life.
- Analyze the "bride's jobs" and determine what she needs to bring to marriage and married life to be considered competent.
- Help group make a list of qualifications a girl should have before she enters marriage.

References:
- Home Living: Justin, Rust; pages 36-40, 48, 52, 53, 312-315.
- The Girl and Her Home: Trilling, Nicholas; pages 2-4, 8-18, 306-309.
- The Charm of a Well-Mannered Home: Starrett; pages 22-33, 34-41, 166-171.
- The Charm of Fine Manners: Starrett; entire book, especially pages 149-157.

Problem III. How can I be sure my married life will be happy and successful?

Activities:
- Participate in discussion of "What I expect of my husband".
- Participate in a discussion of "How can I be sure of having real love?"
- Read and participate in discussion of pages 175-178 in The Family and Its Relationships by Groves, Skinner, Swenson.
- Add other "understandings" to those listed in books.

References:
- The Family and Its Relationships: Groves, Skinner, Swenson, pages 81-91, 102-105, 144-142, 150, 168-179, 277-280.
- Home Living: Justin, Rust; page 458.
- The Girl and Her Home: Trilling, Nicholas; pages 18, 31, 32.
- Home Economics Omnibus: Harris, Huston; pages 441-452.

UNIT: HAPPY FAMILY LIFE

Objectives: To develop an understanding of the problems one faces in establishing a family and how one may prepare for family life to insure happiness for all concerned.

Evidences of Pupil Growth: The pupil should understand that

background of family life determines personalities, attitudes, and standards of living and should be considered carefully in planning a home.

it is necessary for each member of the family to make adjustments in order to insure the happiness of all.

cooperation is a basis for good family life.

sympathetic understanding of the economic, social, emotional, and vocational problems of each member of the family is requisite to the best development of both the individual and the family.

the problems of housekeeping affect family life and that he or she would want to study and develop a degree of skill and understanding in solving problems before considering establishing a family.

material things are perishable and can never satisfy much more than the physical demands while those things which satisfy the mental, emotional, and spiritual sides of life are lasting and satisfying.

the life of the community and of the family are closely bound together and standards of one affect the other.

The pupil should be able to

live understandingly and happily in her own family.

evaluate the various family patterns and select one most desirable.

understand how to go about setting up a desirable family pattern.

recognize the difference between the essentials and non-essentials of the home.

plan leisure time activities for own family group.

explain the purpose of health laws and other laws that protect the family and community.

The pupil should show an attitude of

desiring to make every effort to be a worthy home member.

desiring to take every opportunity to further her knowledge of and experience in happy home and family life.

interest in community problems developed to the point of assuming a share of responsibility for keeping school grounds and home grounds attractive and clean, for obeying ordinances and laws, for respecting others' rights and privileges at all times.

interest in putting right values on "things" in the home.

not being ashamed of home because of its physical set-up.

willingness to share home life with others.

NOTE: This unit is planned exclusively on personal relationships. Problems involving actual management, care, and furnishing of the home are presented in other units, e.g. The House Beautiful and The Well-Managed Home.

Problem I. What influence does the home we live in have on our lives? What kind of home do I want for my own?

Activities:

Participate in discussion of "What home means to me".

Compare the homes of the middle 19th century with those of to-day.

Analyze the things in a home that affect the development of the individual.

Help in compiling a list of things for and functions of the home that the group considers most essential in the contribution to successful home life.

References:

Home Living: Justin, Rust; pages 3-26.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 47-64.

Problem II. How does the family life influence the lives of each member and what kind of family life shall I plan for in my own home?

Activities:

Analyze selected case studies and determine what factors in family life were responsible for the situations or outcomes.

Participate in discussion on how family life is planned; the relationship of each member to another under each plan; the effect on each member under each plan.

Set up family pattern you feel sure would bring happiness to the family and its individual members.

References:

Home Living: Justin, Rust; pages 29-60.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 180-192.

The Charm of a Well-Mannered Home: Starrett; pages 11-21 42-50, 71-117, 135-141.

Problem III. What place does leisure, culture, and happiness have in family life?

Activities:

Assist the group in making a list of all activities participated in by the family and by individual members that are not absolutely essential to keeping the home fires burning but make them burn more brightly.

Analyze activities and group according to contributions to one's life and that of the family.

Set up desirable standards for use of leisure time and determine what things are necessary to help attain these.

Plan entertainment for family and for friends in the home for one evening.

Plan trip for self or family that will be primarily educational and determine ways this might be made possible.

Plan list of books and magazines you feel should be the minimum in your home (present and future).

References:

Home Living: Justin, Rust; pages 240-289.

The Family and Its Relationships: Groves, Skinner, Swenson; pages 233-255.

The Girl and Her Home: Trilling, Nicholas; pages 333-358.

Problem IV. What relationship does the happy family have to the community?

Activities:

List the services you and your family receive from the community, State, and national government.

Participate in discussion led by Social Studies Teacher on the most recent services the government is offering the communities.

Make another list of the services you and your family give to your community.

Participate in a discussion of community needs and in plans for caring for the deficiencies.

References:

The Family and Its Relationships: Groves, Skinner, Swenson; pages 283-303.

Home Living: Justin, Rust; pages 292-305.

UNIT: SCHOOL LUNCHES

Objectives: To offer wholesome, tasty, and suitable hot foods to teachers and pupils who must eat at school.

To offer an opportunity for more practice in buying, planning meals, preparing food, and serving it in a given time.

To develop further initiative, independence, judgment, confidence.

Evidences of Pupil Growth: The pupil should understand that

satisfactions come from appearing one's best and doing one's best.

well-planned working schedules save time, energy, annoyances, and disappointments and make work more pleasurable.

one's willingness to share and cooperate with others creates a kindly feeling.

The pupil should be able to

plan well-balanced, economical lunches suitable for serving those employed in mental tasks before and after meals.

prepare and serve lunches on time and within a limited time for preparation.

keep records of menus, market orders, work schedules, numbers served, quantities prepared and used, cost of service, price of dishes, and credit or debit for day, week, and month.

serve foods attractively.

The pupil should show an attitude of

desiring to share in the responsibilities of serving hot foods to pupils and teachers.

willingness to assume the various tasks cheerfully.

interest in doing her best.

NOTE: The Unit "To Market" is to precede this unit.

Problem I. What plans do we need to make to insure efficient procedures in serving school lunches?

Activities:

Participate in the discussion of the types of lunches that can be served in schools.

List type of equipment needed to prepare and serve each type.

Analyze department's facilities, student and teacher time and determine type of lunch group should offer.

Participate in the discussion of methods that could be followed in the management of the lunch room.

Decide on method best suited to group.

Analyze the duties of each one on the "school lunch staff" and plan how these should be carried out and rotated in the group.

Set up standards for personal appearance and conduct.

Set up standards for appearance of room and service of meals.

References:

The School Lunch: Jefferds, Ethel.

School Lunches: Hunt, C. L.

The Lunch Hour at School: Fisher, Katherine.

Problem II. What tasty dishes suitable for school lunches can we prepare and serve in the limited time we have, for the price we can charge?

Activities:

Participate in review of body needs and foods that meet these needs, those that are most readily digestible, and those most desirable for growing youth.

Assist group in compiling list of dishes suitable for school lunches and economical enough to be practical for use.

Assist group in preparing timetable for making dishes.

List any factors revealed through discussions that need further study.

References:

School Lunches: Hunt, C. L.

The Lunch Hour at School: Fisher, Katherine.

Institution Recipes: Smedley.

Problem III. What shall we plan to serve this week?

Activities:

Class divided into groups decide on weeks of term for which each will be responsible.
Group decide on menus.
Plan methods and work schedule for own duties.
Participate in discussion of individual and group plans.

Problem IV. How successful has our lunchroom project been?

Activities:

Summarize groups' work for year.
Analyze class reports.
Draw conclusions.
Report on individual attainments.
Compile recommendations for use by next class.

UNIT: THE HOUSE BEAUTIFUL

Objectives: To awaken a consciousness of the need for considering landscaping, location, neighborhood, floor plans, plumbing, heating, lighting, sewage disposal, and construction when selecting or planning a house to live in by studying the effect these factors have on family life.

Evidences of Pupil Growth: The pupil should understand that

attractive houses depend on knowledge and application of art principles much more than on money.
beauty can be created inexpensively.
each one owes those around him the right to enjoy beauty with comfort.
location determines style of architecture and landscaping, and that even though it might not be possible to have what was dreamed of because location selected does not permit, happiness and joy may still result.
foresight in planning and providing for all activities of the home in or near the house insures happier home and family life.

The pupil should be able to

recognize good architecture and landscaping.
tell why he or she likes or does not like a particular house.
submit plans for changing exterior, or landscaping for house judged unattractive.
analyze floor plans for convenience.
select floor plan to meet own family needs and plan finish of woodwork, floors, walls, and color scheme for beauty and ease of care.
plan color harmonies that satisfy style of house and desires of family.
select furniture and furnishings to meet a family's needs and budget, and apply art principles in selecting design of house and furnishing it.

furnish a house that will be attractive, convenient, and inexpensive.

The pupil should show an attitude of
desiring to study surroundings to discover beauty in architecture and landscaping.
desiring to have and create beautiful surroundings.
interest in home planning sections of magazines.
interest in collecting illustrative materials.

Problem I. What need I consider before selecting a place in which to live?

Activities:

List reasons for choice of location of present house.
Help in compiling list of considerations to be kept in mind in selecting location.
Arrange list in order of importance to family life.

References:

Making Homes: Shultz; pages 3-13, 60-71, 132-155, 161-177.
Home Living: Justin, Rust; pages 138-146.

Problem II. What makes exteriors of houses attractive?

Activities:

Take a tour through community and select houses that are most attractive.
Study pictures of houses and select ones most attractive.
Help in listing factors that make these places attractive.
Arrange factors in relative importance.
List factors that depend upon knowledge of art principles and show how they have been applied in selected attractive houses.
Group on basis of similar styles of architecture.
If possible have architect discuss relationship of landscaping to location and style of house.
Determine styles of architecture best suited to community.
Participate in discussion of materials available for houses and merits of each.
Select a plan of landscaping suited to own house and make any change necessary.
Participate in discussion of colors for painting houses.
Analyze own house needs and plan how these can be met.
Select style of house you prefer and defend your choice.

References:

The Girl and Her Home: Trilling, Nicholas; pages 426-437.
Home Economics Omnibus: Harris, Huston, pages 262-273.
Making Homes: Shultz; pages 237-275.
Art in Everyday Life: Goldstein; see index, Exterior Design.

Problem III. In selecting or planning a house to live in, how could I be sure of having the interior suitable, attractive, and convenient?

Activities:

Analyze activities of family and determine how present house provides for carrying on each activity or what is lacking.

Plan how provision could be made to permit satisfactory conduct of each activity.

Study floor plans.

Score selected ones on basis of meeting own needs.

Debate questions: (1) all woodwork in the house should be varnished; (2) all floors in the house should be waxed.

Participate in discussion of ways and means of having running water available in the home and best methods for care of sewage.

Summarize points for consideration in planning or selecting well-planned interior.

Select or draw floor plans for *your* house.

References:

Making Homes: Shultz; pages 15-23, 25-39, 185-234.

The Girl and Her Home: Trilling, Nicholas; pages 368-384.

Home Economics Omnibus: Harris. Huston; pages 286-293.

Home Living: Justin, Rust; pages 152-165.

Problem IV. How could I furnish a house attractively and within my means: (a) selection of color scheme; (b) selection of furniture; (c) selection of furnishings; (d) arrangement of furniture; (e) hanging of curtains, pictures, etc.

Activities:

Review art principles as studied in related art unts.

Plan furnishings for the house, using house selected in Problem II, floor plan selected in Problem III, drawings, illustrations, materials, etc., to show clearly how one can furnish a house. Set up as an exhibit.

References:

The Girl and Her Home: Trilling, Nicholas; pages 390-423.

Home Economics Omnibus: Harris, Huston; pages 274-282, 294-319.

Home Living: Justin, Rust; pages 166-180.

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